CLEVELAND PUBLIC SCHOOLS
SEVENTY-SEVENTH REPORT
OF THE
SUPERINTENDENT OF SCHOOLS

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CLEVELAND PUBLIC SCHOOLS
ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

J. M. H. FREDERICK

BOARD OF EDUCATION
1912-1913
CLEVELAND, OHIO

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OF THE
SUPERINTENDENT OF SCHOOLS

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Seventy-seventh Annual Report
OF THE
Superintendent of Schools
J. M. H. Frederick
BOARD OF EDUCATION
1912-1913
CLEVELAND, OHIO

March 9, 1914.

To the Honorable Board of Education: —

In compliance with the regulations of the Board, I transmit herewith my report for the school year 1912-1913.

Respectfully submitted,
J. M. H. Frederick,
Superintendent of Schools.

ELEMENTARY SCHOOL THE FOUNDATION OF THE EDUCATIONAL STRUCTURE.

The elementary school is the foundation of the educational structure. Unless this be well built, the superstructure will be insecure. The high school, the college and the university cannot offer their opportunities to the best advantage if the work of the elementary school be not thorough and sound. What is true of the lower grades in their relation to the higher is likewise true of the relative importance of the work among the elementary grades themselves. The successful first grade teachers recognize the service of the kindergartens to their pupils; and so on, each teacher's work is conditioned by what has gone before.

Of the so-called fundamental subjects the most important in the lower grades is reading. Discriminating teachers have not failed to see that difficulties which pupils experience in the study of arithmetic, grammar, geography and history are frequently simply the results of their inability to read with full comprehension the printed page. Recognizing this fact, the opening of the school year was signalized by laying special emphasis upon this subject. Teachers and principals of the various schools were allowed to elect from certain approved methods of reading; or, if they wished, they were permitted to continue to teach this subject as formerly. Almost immediately three-fourths of the schools chose one of two modern methods. The spirited and good natured rivalry which at once manifested itself among the champions of the different methods, proved of good effect in vivifying and strengthening the work in the lower grades; and the value of these methods, in the hands of teachers who feel a decided personal responsibility for their choice, is generally and enthusiastically proclaimed. This same enthusiasm, moreover, has been imparted to many teachers in the grades higher up who have been quick to seize and apply the pedagogical principles involved in the lower grade work.

Appeal to and Through the Senses

In the development of these methods the teachers have proceeded along natural lines. Pedagogical procedure is from the known to the unknown. The teacher ascertains what the child already has experienced and then assists him to relate to it his new experiences; she ascertains his present possessions and leads from this to new possessions. To start with, the child has his physical senses, and it is through these that he must gain his primary knowledge. Recognizing this truth, practically all of the primary teachers, and many of those in the higher grades, have seized eagerly the opportunity offered them to make use of various devices which appeal to and through the senses. The result has been highly gratifying. Not only do children learn more readily, and consequently acquire more knowledge, but through the skill of the teacher they gain rapidly in mental power. Through the use of such natural methods, the children soon develop power to work with their minds continuously and independently for considerable periods. Thus is quickly acquired the habit of mental concentration which marks an important difference between man and brute, and makes, moreover, for various degrees of success.

With this appeal through the senses, there comes to the child the consciousness of power within himself. His answer now springs from knowledge first hand instead of from doubtful memory; it is from experience rather than from what he has been told. Knowledge gained through experience fixes itself in memory more clearly and more firmly than if it is derived from hearsay. Along with this sense of power that the child gains, there wells up in his life the joy which springs naturally from an appeal to his native capacities. Appreciation follows, and school life becomes a delight. Once the child loves to go to school, he is in the attitude to receive the best that the teacher can offer. Elsewhere I have referred to the results of this appeal to the senses in dealing with the backward and subnormal child.

Partially with the development of this work in mind, a Special Supervisor of School Room and In-door Recreation was appointed at the opening of school in September. The result has been, to a large degree, to vitalize the work in the first four grades. Not only have sense-training games, which are known as such, been introduced in the activities of this department, but there has been worked out also a system of recreative games. These serve a two-fold purpose: They afford the pupils relaxation from their regular studies at reasonable intervals, and in consequence formal discipline is reduced to a minimum. The average pupil becomes exhausted by close mental application for a considerable period of time. His work palls on him, and, although he knows it not, he is ripe for mischief. Wise teachers, observing pupils approaching this state, see to it

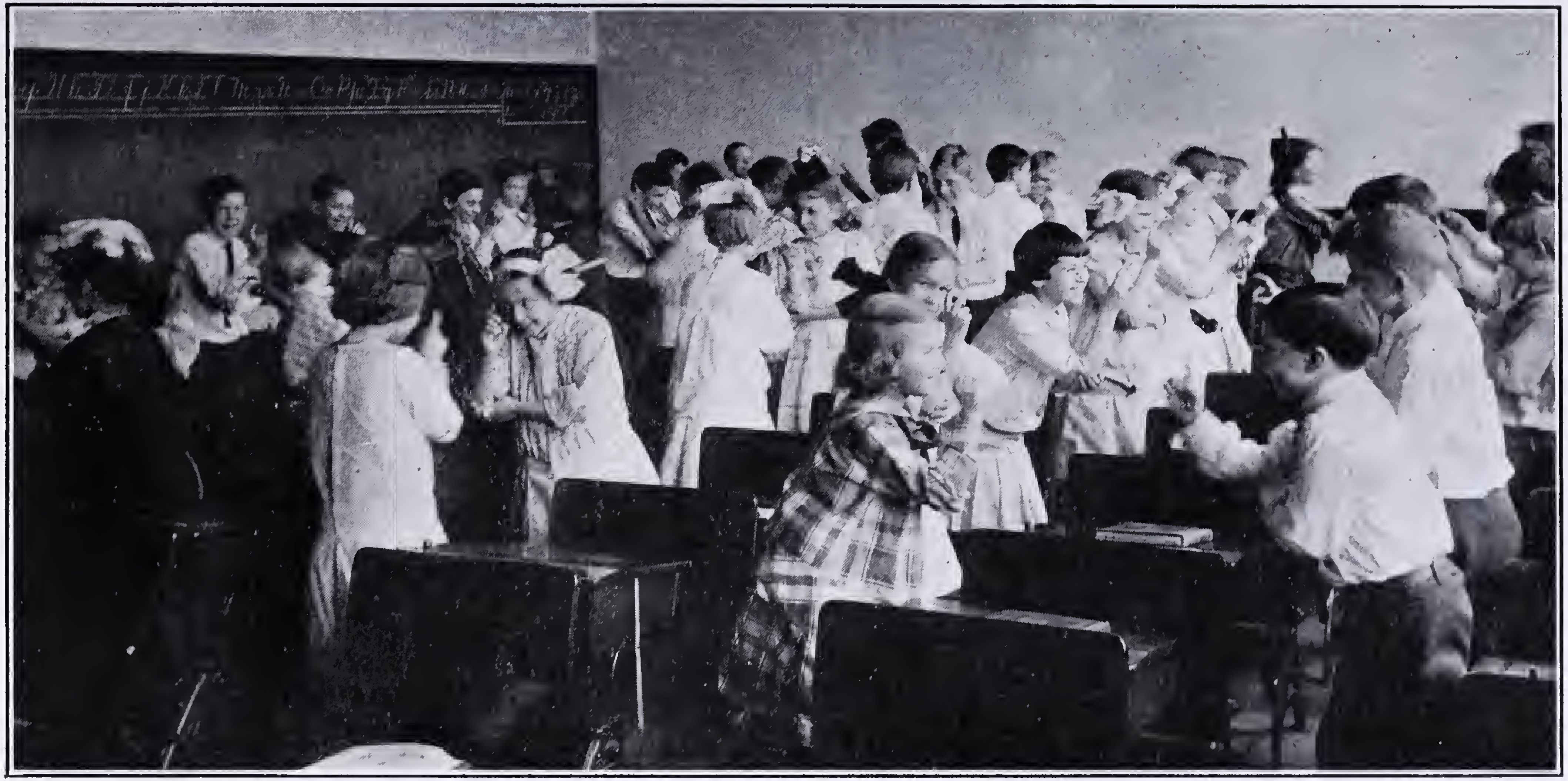
Indoor Games and Recreation

that they are exercised and their blood sent with new pulse through their veins. To the teacher who has never adopted such a device these recreative periods of from one to three or four minutes seem like a waste of time. On the contrary the teacher who makes use of this plan finds that instead of wasting time, it far more than compensates for the few minutes taken occasionally from the routine work by the renewed energy and cheerful spirit with which the pupils again attack their work. Incidentally and quite unconsciously to the child these games afford valuable mental training. The child thus finds his school a place of joy, and hard and continuous application a source of pleasure. Many teachers and principals have commented on the improvement of the discipline of their schools which they attribute partly to these recreative games.

Soon after this activity was started, a measure of play was introduced in the upper elementary grades through the division of Physical Training. Not only do properly selected games afford recreation and mind training, but they are not without value for their physical exercise as well.

CONGESTION OF SCHOOLS AND SCARCITY OF TEACHERS.

The year has not been wanting in suggestions of plans to improve the public schools. Probably never before have so many persons given free rein to their imaginations in their journeys to discover new devices, new methods and new plans to make the schools of the land better. In Ohio the state has been conducting a survey of the rural schools with a view to the improvement of the educational opportunities of the children and youth of the country districts. But the city districts have been allowed to work out their own salvation in their own ways. Here the chief obstacle to progress which has presented itself to school authorities, particularly in the rapidly growing cities, has been that of financial means.



The Game of "I See You," Which Gives Pupils Rest and Amusement

The public schools were established for the education of the children. I realize that in making this statement I offer nothing new; I merely wish to give proper emphasis to the thought, for it seems to be lost sight of much of the time amidst the excitement of the rush of new appeals for the uplift of the race through the school organization. In the midst of the confusion of projects it has not been easy always to apply ourselves, as we have wished, to the very homely duties of supplying a sufficient number of capable teachers and an adequate number of rooms to accommodate Cleveland's rapidly growing school population. We have endeavored, however, to keep clearly in mind that these are the needs of paramount importance, and that all other demands upon our resources should take subordinate rank. Important as we are bound to consider the material equipment of buildings to be, and desirable as all consider the evening school, and as many regard our other activities, these clearly must take places of quite secondary rank in their claims for expenditures from school funds. Schools cannot exist without teachers, and in this climate it is quite impossible to conduct them without buildings. Inconvenient as it obviously would be, it is conceivable that they should thrive even with very scant equipment. With this as the guiding principle, it has been the aim of the Department of Education, so far as means allowed, first of all to secure a sufficient number of successful teachers, and next to call attention to the pressing needs that have existed for more school room.

More School Rooms Needed

How far short of our aim we have fallen, the record shows. The end of the regular school term found 66 schools housed in portables; 19 occupied store-rooms and dwelling houses; 19 were quartered in auditoriums; and 35 shared their rooms with others in what are commonly known as part-time schools. To care for these in the regular way would have required 122 additional standard rooms. While constant care has been exercised to make the best distribution of pupils under the circumstances, it has not been found possible to avoid this large use of temporary quarters.

The Assistant Superintendents and Principals have been diligent in their efforts to make the wisest and most economical use of both buildings and teaching force. The average number of pupils per room in 1913 was larger than in 1912; the kindergartens show an increase from 40.5 to 45.7; the regular elementary schools from 43.5 to 44.7; the academic high schools from 27.8 to 28.9; the technical high schools from 30.5 to 31.3; and the High School of Commerce from 24.8 to 28.9. In spite of great care it was found necessary to assign to 65 elementary teachers more than 50 pupils each, and to 266 other teachers more than 45 each. Thus 331 elementary teachers were required to teach more than 45 pupils each. No one familiar with practical school-room management needs more than this fact to convince him that every individual child in such schools falls short of the opportunities which it is desired that he should enjoy. Manifestly no teacher can do her best work with so many pupils. Yet the teachers quite generally have gone about this work with wholesome spirit, evidently conscious that the Board of Education has been helpless to relieve the situation, and with an abiding faith that this condition would last no longer than absolutely necessary.

More Teachers Required

The total enrollment of pupils in the elementary schools for the two semesters of 1912-13 was *71,394, as against 63,409 the previous year. One year ago the schools were conducted on the plan of promotion every three months; this year we have operated under the semi-annual promotion plan. This change of plan leaves the gain of 7,985 for the year, as shown by the statistics, somewhat difficult of interpretation. Taking these figures at their face value, and counting an average of 45 pupils to a room, this number represents a demand for 177 additional rooms to accommodate the increase in the elementary schools. The increase in the high school enrollment for this period was 563. On the basis of 30 pupils to the teacher, the demand is for 19 more high school rooms. This total increase in high schools and elementary schools for the year, therefore, represents a need for 196 additional rooms at the very least.

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*These figures do not include 6,362 kindergarten pupils.

Supply and Demand

This implies, moreover, a corresponding number of additional teachers. To supply this demand and to fill vacancies has necessitated, on an average, the selection of more than one new teacher for every regular school day of the year. It has been possible to keep the schools supplied with teachers holding regular positions, but it has not been easy always to obtain the services of suitable substitute teachers to supply the places of those elementary teachers who have been absent for but a few days at a time. In contrast with the lean list of elementary substitutes, I point to the large number of those seeking opportunity to serve even as temporary teachers in the high schools. It is a significant fact that although the number of high school positions is about one-fifth that of the elementary school positions, more persons apply for employment in the former than in the latter. It is clearly much easier to find suitable teachers for high school than for elementary school work. No doubt the greater encouragement found in the higher salaries offered to high school teachers is an important factor in this difference. Fully realizing the financial inability to relieve the situation at present, I consider it not inopportune to express the hope that the time may come in the not very distant future when the remuneration may be more nearly commensurate with the services of our good and faithful teachers. I recommend that early consideration be given to a revision of the salary schedule.

THE TREATMENT OF DEFECTIVES A PROBLEM IN CONSERVATION.

In recent years the general subject of conservation has filled a large place in the field of popular thought. Starting with the subject of conservation of our natural resources, we were not long in finding the avoidance of waste in human life and human possibilities to be vastly more important than checking devastation of soil and vegetation, or the preservation of mineral resources and water power. The unscientific and unsocial manner of dealing with our material resources by private interests when once pointed out shocked the mind and presented itself as the most pronounced offense imaginable against the human family. But soon some one suggested that of all the offenders against society, the worst was society itself, and that the greatest offense we had been guilty of was that of failing properly to conserve human life and human powers. We often had allowed a seed to propagate in poor soil or to be neglected in an environment not fitted for its nature. Those persons that needed peculiarly expert care were often subjected to the treatment of the normal human being. And they failed to thrive.

We boast that we are more than two thousand years past the time when parents exposed their offspring as the prey of wild beasts. Without in the least condoning such practice, we may ask if the course pursued since then has been better and wiser. The practice of the Greeks possessed the merit of developing a physically and mentally vigorous people. Modern civilization, along with its attempt at developing the physical and mental, has endangered the whole structure by its failure to treat wisely the unusual, abnormal and sub-normal.

The Problem

The story of Cleveland is practically the story of all great cities. In each there exists and apparently grows larger year by year the menace of the so-called defective class. In our schools the past year there were enrolled approximately two hundred children in the special classes maintained for these un-

One of the Exercises Designed to Promote Physical Grace

fortunates, but this number does not comprise by any means all who cannot be counted normal. Examinations of pupils conducted in 40 of the schools and of pupils sent by school experts to the office of the Binet expert from 23 other schools disclosed 739 boys and girls who properly might be classified as mentally deficient or subnormal, and who were recommended to be placed in the special schools provided for these classes. A very conservative estimate places the total number in this class in the entire city at 1,000. In this total are included the sub-normal children whose mentality ranges from that of the high-grade Moron down to the imbecile. Pronounced cases of idiocy are not counted in this number. These, together with a large number of apparently hopeless cases of a somewhat higher type, have been removed to the Institution for Feeble-Minded Youths and Imbeciles, at Columbus.

But the numbers of those constituting this class of pupils in our schools do not tell the whole story. Nor do the failure and misery of their lives complete the tale. Allowed to mingle freely with each other and with others, they constitute a menace to society which is too manifest to thoughtful persons to require further comment. Two methods of dealing with the apparently hopeless ones have been advanced—segregation and sterilization. The latter, while it apparently has some merits for the individual, is fraught with so grave social dangers that I am willing to dismiss it from further consideration, unless it be combined with the former. It is to the plan of segregation, therefore, that I wish to call attention briefly.

The Vineland Plan

This is the plan of the Training School at Vineland, N. J. Here cases of pronounced mentally defective persons are cared for on a large farm. It is aimed to afford opportunity here for the unfortunate ones to be as happy and as useful as possible. Except for the very lowest and most helpless types, employment intended to meet whatever capacities the inmates possess is offered. Among the activities carried on are those of the conduct of the farm, part of which is given over to experimental purposes. There the boys and men perform real service and are better and happier because of their consciousness of the fact that they can be genuinely useful. The workers are self-supporting in varying degrees. The girls and women of this institution are given occupation with like purpose and with similar effect. In the school buildings proper work of a useful sort is offered to the pupils, and, through the interest developed in their manual exercises, it has been found possible to make some headway in the more formal intellectual studies.

At a distance from the school buildings, on one side, are the home dwellings of the female inmates, and at an equal distance on the opposite side are the cottages of the males. In order to carry out the purpose of the management to make the inmates as happy as possible, wholesome recreation, as well as useful occupation, is employed. This institution is in charge of kind-hearted persons who have made the study of this class their special work and who, consequently, are able to minister better to the needs and happiness of their charges than it is possible for parents or the public schools to do.

The lesson of Vineland is clear. This class of mentally defectives are segregated, not only for the good of society, but for their own good and comfort as well. So far Cleveland has been able to send some of its most unpromising ones to the State institution at Columbus, but information is to the effect that this source of relief has been cut off.

Segregation

The educational department of the Cleveland schools during the past year has given much thought to the subject of the care of these unfortunate children. It is our opinion that the public school is not the proper place for this class, and we feel that they should be placed where everything feasible can be done to render their lives as happy as possible. An institution for their accommodation should be established very near to Cleveland. Here the boys and girls, in contact with nature, could be taught useful manual and domestic occupations which would tend to prevent the degeneracy which is likely to overtake them if they are not kept busy with interesting and wholesome activities.

This plan possesses another advantage, which though sentimental, is none the less valid. Those children who are transported to Columbus and other distant institutions are able rarely to receive visits from members of their families, and to trust those of youthful age to visit their home neighborhoods for manifest reasons is not favored by those who have had experience with defectives. A considerable majority of the mentally defective class are said to be the offspring of mentally defective parents, and for this reason, the wisdom of preventing, so far as possible, any increase of this class from within its own ranks needs scarcely to be mentioned. An institution located at the gates of Cleveland would make possible frequent visits of parents to the children, and thus satisfy the parental and filial instincts without the risks of the evils suggested.

A still more important reason, if possible, why all real defectives should be removed from the public schools is the blighting effect which comes to backward children who are made to rank with them in schools. Through this association these backward children are deprived of treatment according to their real needs; and still worse, the consciousness that they are classed with the Moron and imbecile types is almost certain to lessen their confidence in themselves the remainder of their days.

The Backward Child

A child may be backward for a number of reasons, two of which may be considered here. He may belong to the slow-growing family that needs more years than common to reach maturity, or he may be of those who have been victims of faulty methods of treatment in their very early years. I believe that more scientific teaching will materially lessen the percentage of backward pupils, and I am not sure that the number of cases of clearly defined defectives cannot be materially reduced thereby. The marked change that has come over a class of defectives, ranging from ten to sixteen years of age, through the use of rational methods, is now a matter of knowledge. Children of this type possess the ordinary senses with which humanity at large is endowed, and it is through these as avenues to the mind that marked development is made. Generally speaking the children who find their way to the defective classes have not the degree of inhibitive power which is to be found in normal children. The power of mental concentration is noticeably lacking with them. They do not react successfully on intellectual methods which require much voluntary effort, but they do respond readily to appeals to their interest through the senses.

Power of Consecutive Thinking

Broadly speaking, mental development is marked by growth in power of consecutive rational thinking. It is observed that these classes do not keep their minds readily on a given subject any considerable length of time. Indeed, it has been the common belief that they are incapable of consecutive thought. Yet one of these special classes which was considered practically hopeless in this respect made remarkable strides the past year as a result of a simple appeal through the senses. The first exercise of this kind given these children was by an excellent first grade teacher. Before beginning her work with these pupils one who had to do with this particular class since its organization observed that "these children cannot keep their minds on anything any length of time." The exercise in sense-training which followed this remark brought almost immediate attention from the entire class. To the surprise of the teachers present, every child gave continuous and enthusiastic heed for a period of fifteen minutes. The exercise ended with every pupil fresh and eager for more. A few weeks later the same first-grade teacher was called upon to give a similar lesson to these pupils. As she entered the room some of the children exclaimed enthusiastically, "Oh! there she is." The first experience under her direction had evidently been a bright spot in their lives. This time the teacher kept the entire class quite as alert as before for a period of twenty-five minutes, and the lesson closed with the children apparently as fresh as at the beginning. During this period more difficult exercises were given than at the first trial.

I mention the enthusiasm of this class for this kind of work. It should be borne in mind that enthusiasm does not often manifest itself among persons of this description.

Before the first lesson mentioned, these children presented in appearance as hopeless a body of pupils as I have ever seen in a public school. Some time after the second lesson, a visit to this class by a member of the Board of Education led to the question as to what grade it was? So changed was the appearance of the children's faces that, with the exception of two or three, there seemed scarcely any trace of inferiority.

To say that children of the ages of these can be brought back completely to their rightful estate is perhaps taking too much for granted, but the experience of the past year justifies the belief that those who receive the benefit of sense-training in the kindergarten and first grades are less likely to be sent to the defective classes. If this work can be carried on through the grades and applied in teaching the various subjects, I am confident that fewer will later be stamped with the brand of inferiority. If all the institutional cases could be removed from the public schools, the border-line cases could be placed in classes which need be characterized as nothing worse than backward. And in such classes, hope could always be held out to the children.

It is significant that the largest per cent of the children in these classes are either foreign-born or of the first generation in this country. The inference must not be that foreigners as a class are mentally inferior, however, for, as a rule, they are possessed of good mental capacity. But along with the worthy and alert immigrants, there come the feeble-minded, who become a burden upon the country and a menace to society. This fact should lend strength to the champions of stricter immigration laws.

The Stamp of Imbecility

In the defective schools among those who were pronounced by the experts in the medical inspection department to be below the normal, as has been pointed out above, are included those whose mentality ranged from that of the high-grade Moron down to that of the imbecile. In addition to these, there were found a large number who were retarded three years. All of these boys and girls should be of greater concern to the school authorities than the mentally normal child. Unless something is done to remove from them the handicap under which they labor, and take from them, so far as possible, the stigma of inferiority and especially the stamp of imbecility, they are likely to fall into mental and physical habits that will lead to lives of indolence and indigence and so cause them to become charges upon the community. If, by training these along certain lines, even a part of them may become partially or wholly self-supporting, a great good will be accomplished. I believe that this is possible. Many of these children are capable of being trained to perform manual tasks and so acquire the power to earn their livelihood.

Cleveland now has a large permanent investment, and is spending annually a large sum to maintain the Warrensville Farm, which was established in the hope of reclaiming the misdemeanants who are brought to it through the Municipal Court, and to care for the indigent and hopeless men and women of the city. This work is supported cheerfully by the tax-payers. By the same generous impulse, Cleveland's purse should be opened to aid and help out of darkness the children who must become helpless wards of the city unless given assistance. I believe that it is more economical to prevent than to cure.

STATE AID TO SCHOOLS FOR DEAF, BLIND AND CRIPPLED.

For three quarters of a century the state has cared for the deaf and the blind in institutions established and maintained for the purpose. Through the exercise of this function it has assumed complete responsibility for the education of these classes. Within the last decade a number of cities have undertaken to educate their blind and deaf in the public schools, and they have succeeded in performing this service at a less cost per capita than the state institutions have found possible. The advantages of having these classes trained in the communities in which they will live after their school days are over are manifest. Training which does not enable them to make their way in the world as successfully as possible lacks in at least one important particular. Many blind children soon enter the regular classes of the public schools from the special classes maintained for them, and by means of texts in Braille are able to participate successfully in most of the regular school activities. But even more important is the fact that these children are enabled while at school to live at home and experience the care and love which parents alone can give.

Burden Lightened

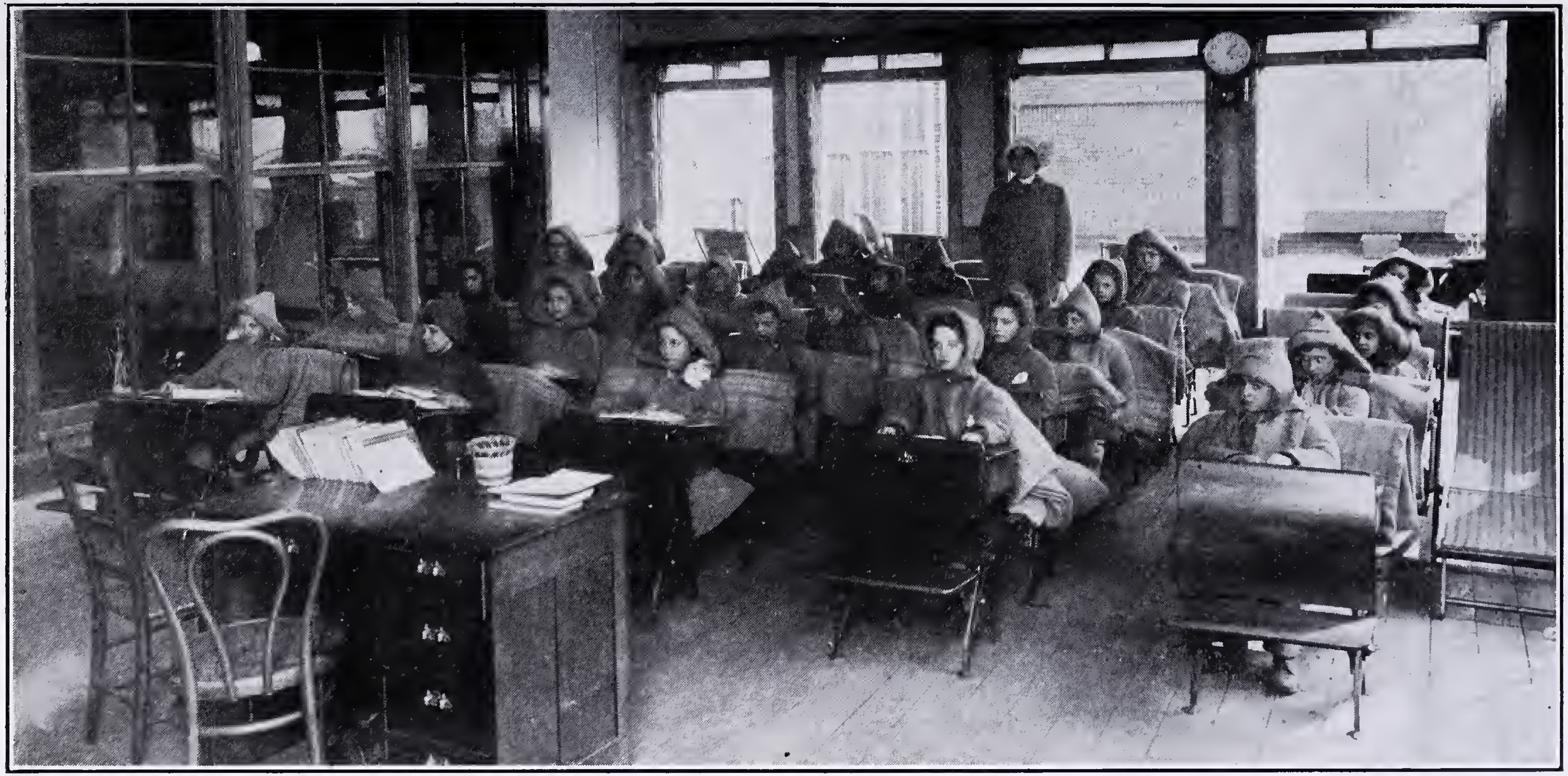
Many cities, however, have heretofore refrained from attempting to educate the blind and deaf in the public schools chiefly because of the double tax burden which they would thus be forced to carry. The Constitution of Ohio enumerates the blind and the deaf among wards of the State whom it obligates itself to care for, and institutions for their accommodation and training are maintained at State expense. Each and every community bears its proportion of the cost. Cleveland has been bearing a double burden for a number of years. It not only supports the local deaf school and schools for the blind, but it bears its full share of the expense of the State institutions maintained for these classes. The State as yet has not maintained an institution for crippled children, though demand has been made upon it for this purpose. In Cleveland a school for cripples has been supported jointly by the Board of Education and the Sunbeam Circle, a private association organized for this special purpose. As the work of the school for cripples grew in magnitude and importance, the active supporters of the association became fewer and fewer. A number of members of this organization have given generously of their time and means. It is now possible to relieve them of further financial expense.

By the terms of the Doster law, which was drafted by the special teacher of the blind in the Cleveland schools and a member of the Board of Education, all three of these classes can now be cared for in connection with the public schools. This law gives to the Board of Education of any school district the right to receive state aid for each pupil of every class who may be cared for by it. The per capita allowance is ample to enable the educational department to introduce such work as may tend to the more complete development of the faculties and powers of the pupils of these special classes. Thus the double tax burden has been removed, and the State assumes full financial responsibility for the support of schools for the blind, deaf, and crippled, with the exception of providing for and maintaining adequate school room.

EAGLE SCHOOL ENABLES BETTER GRADING OF "FRESH-AIR" CLASSES.

The completion of the new Eagle School prepared the way for better care of a portion of the children of the so-called "fresh-air" schools. Heretofore these pupils have been grouped in centers containing but one room devoted to their special needs. Eagle School has four rooms designed to care for this class. This renders it possible to better classify the pupils of several schools and so better administer to their needs by grades. Where pupils of several grades are grouped together in a single room, as is the common practice, there is a loss in point of regular

CARING FOR WEAK AND ANÆMIC CHILDREN



A Typical Open Air School with Pupils Wearing Heavy Blanket Clothing

school work. As soon as accommodations can be furnished, similar centers for more children of this class should be established, and single room schools should be closed so far as possible.

NEW ATTENDANCE LAW AN ENCOURAGEMENT TO INDOLENCE.

The ruling of the Attorney General confirming the opinion of the State Superintendent of Instruction which affirmed the validity of all age and schooling certificates issued prior to the date on which the Greenlund Act went into effect, still leaves the law seriously defective in at least one respect. No pupil may be compelled to attend high school. The majority of the children enter the first grade at six years of age and complete the elementary course at fourteen. But boys may not work until they are fifteen, nor girls until they are sixteen, even if they have completed the eighth grade at fourteen. What is to become of those, few though they be, whose circumstances will not permit them to attend high school? Besides, what will be the effect on those who are little disposed to complete a grade each year? This "compulsory idleness law", as State Superintendent Frank W. Miller styles it, offers little encouragement to this class to rise to their best while in school. From the time boys enter school until they are privileged to work, nine years must elapse and only eight years of work in school is required. With girls it is even worse, for there are ten years of time provided for and only eight years of compulsory schooling. These loose provisions afford no incentive for pupils to do their very best.

Incentive to Diligence and Punctuality

I do not plead to make it easy for children to go to work early in the shops. On the contrary, I am urging the importance of their acquiring habits of diligence and thoroughness and punctuality while in school. It has been urged that the measure be changed so that boys and girls, when they are fourteen years of age or over and have completed the eighth grade, may become eligible to receive age and schooling certificates. This arrangement, Ohio school superintendents generally agree, would result in great good to pupils. It would lend incentive to many, who otherwise might be careless as to their progress, to finish the eight elementary grades in eight years, while in cases in which the conditions of the families are such as to preclude the possibility of the children going to school beyond the elementary grades, this provision would prove a great incentive to the pupils to do their very best from the first day of school—to be punctual and regular in attendance, and to apply themselves thoroughly to their school duties in order that they might run no risk of failure, and so might not burden their families longer than necessary. Moreover, the class of parents who feel the need of putting their children to remunerative work as early as possible would find it to their interest to see that they were never tardy and never absent unnecessarily, and that they did their work well, whereas under this law many of this class do not hesitate frequently to cause their children to be tardy, or even to absent themselves from school on very slight provocation. It is from this class that the retarded pupils largely come. Were the law to be changed as suggested, these same parents from a sense of self-interest would look to the progress of their children throughout the course. To use the words of Truant Officer Alexander McBane, "The parents would become the truant officers."

The regularity of attendance and the constant application to their school work could not fail to develop in such pupils habits which make for success in school and in life outside the school. Their minds would be on wholesome subjects, a moral uplift would result, and they would more likely go to high school. But under the Greenlund law children may fail several times and still meet the minimum requirements by the time they are old enough to receive age and schooling certificates. This laxity tends to bad discipline in school and slack habits generally with this class when not spurred on by a powerful incentive.

Parental Interest

Lack of parental interest is responsible for the careers of most of those pupils who are sent to the Boys' School. I am of the firm belief that a requirement whereby parents of this class of boys could be made to see the clear advantage of their sons attending strictly to school business would have a salutary effect with a fair percentage of them at least.

I am of the opinion also that not a few children fall into the retarded class simply because they find it easy to do so under the law. A boy may finish the sixth grade, the minimum for boys, in his twelfth year; but if he lacks energy and determination, he will be prone to take all of the extra time until he is fifteen or even sixteen to finish the required work. Others, though comparatively few, having no great incentive from the beginning, assume an attitude of indifference to their school work, and soon are overwhelmed by it. If, in addition, these pupils are diffident, they are liable to lose confidence in themselves, and possibly become classified with the mentally defective.

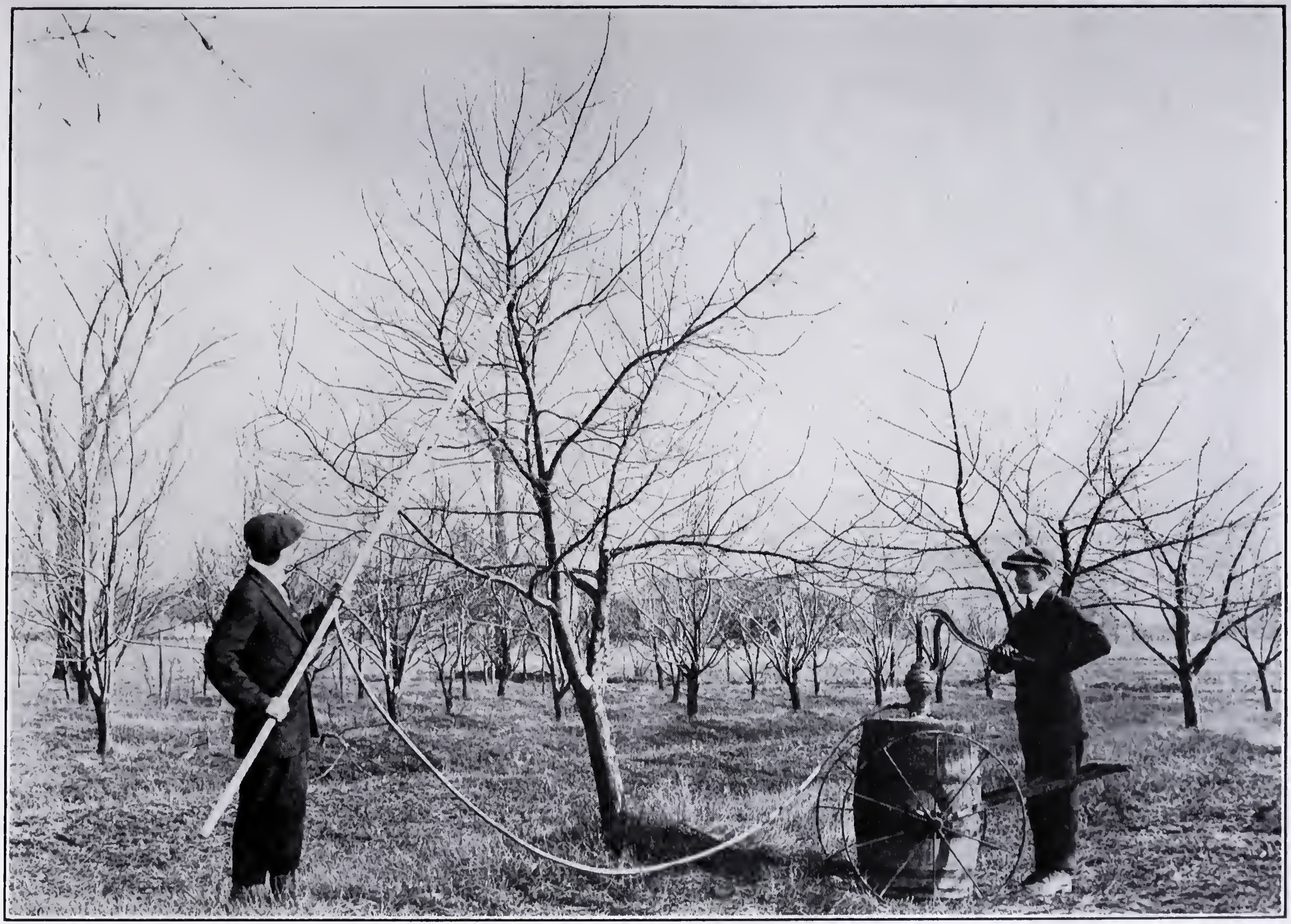
From the standpoint of school economy, I feel that the law should be changed as suggested. The care of repeaters in our schools entails the expenditure of large sums of money, and is a drain upon the forces of the teacher which might otherwise go to advantage to the school at large.

To those who are familiar with the cases of pupils who have been kept in school by mothers who have worked long hours for little pay throughout the years that their children have been at their studies, there is still another phase of the question. Social theorists who have lived in comfort or luxury all their lives, and themselves know nothing by experience of real distress and very little of the saving quality of work, should see, as the school authorities have seen, manly boys burst into tears when told that their certificates of promotion from the elementary grades to the high school did not entitle them to lift part of the heavy burdens from the frail shoulders of their mothers. The boy who pleads to be permitted to help his mother may be trusted to grow up into a higher manhood than any lad who submits tamely to such a requirement while his mother toils on beyond her strength or receives the charity of individuals or the pension of the state.

ADOLESCENCE A DISTINCT PERIOD IN EDUCATIONAL LIFE.

In his great work on Adolescence, G. Stanley Hall says: "Adolescence is a new birth, for the higher and more completely human traits are now born. The qualities of body and soul that now emerge are far newer." Yet notwithstanding this astounding fact, the educational world has heeded it but little in actual practice. The present dividing line between elementary and secondary education is purely arbitrary. Nature's articulation is at the beginning of the adolescent period, yet in our curriculum we make the division two years later; and in our regimen the public schools have not yet recognized its importance. It is gratifying to note, however, that in a number of school districts within the last few years the importance of this period of body and soul development has been recognized in a degree by six-year high school courses, intermediate schools, or junior high schools. Most gratifying is the report by a committee of the National Education Association, after an investigation lasting nearly ten years, on the subject "Economy of Time in Education." It is sufficient here to cite the committee's recommendation that the work of the secondary school shall begin with the seventh grade.

At the dawn of this new awakening it is important that some of the secondary subjects, as foreign languages, elementary science, algebra, and more of the manual work shall be offered to the pupils. A minimum course of study should be drawn so as to admit of the introduction of these subjects into the work of the seventh and eighth years. This is the time—in this opening stage to manhood



West Technical High School Pupils Spraying an Orchard at West Park

and womanhood—to learn the pupil's bent. Through experience with the various studies that would be offered here, it could be better judged what course it would be best for each pupil to pursue.

STUDY OF AGRICULTURE MARKS AN IMPORTANT DEPARTURE IN CITY SCHOOLS.

An introduction of the study of scientific agriculture this year at West Technical High School marks an important departure in the schools of a large city. Aside from the cultivation of the gardens on the school property, the classes in this branch carried their work into a wider field. A noteworthy experiment was made on the orchard of a farmer at West Park. While the neighbors watched the boys trim and spray, these onlookers were not backward in warning the owner that his trees were being ruined. However, July proved these farmers to be false prophets. The early apples with few exceptions were perfect, and the winter crop gave promise of quite as good results; while over the line on a neighboring farm, where no scientific treatment was administered to the orchard, a perfect apple was the exception. The study of the science of agriculture here is linked with practice.

So it was with the study of Domestic Science and Art in both technical schools. The girls of these schools design their clothing from the simplest garments to their graduation dresses; and from their own designs they make the garments and test the success of their efforts by the use to which they put them in wear. The same principle has been applied in the work of domestic science proper. Instead of baking toy loaves of bread, standard loaves are produced. Fruits canned by the classes are eagerly sought. The value of this "life-sized" work is easily proved. At East Technical High School the canned fruits and the bread and cake find a ready market on every sales day. At West Technical their wares are prepared for consumption by pupils and teachers in the Cafe which was established and conducted this year by the department of Domestic Science as a part of the training of the pupils in that study. The consciousness that their products are of commercial value does not fail to impress the girls of these schools with the dignity of their work and the thought that they are really able to do something worth while.

Domestic Science for Every High School Girl

Without entering upon a discussion of the subject, I feel that I may say a word concerning the desirability of extending this study of household arts so as to put it within the reach of every high school girl in Cleveland. Owing to the lack of facilities, many grammar school girls have been deprived of the advantages which this study affords. And for even those who have enjoyed one period a week in the seventh and eighth grades, it is greatly to be desired that in whatever high school they may attend, a course more thorough, as befits their more mature comprehesion, shall be offered. As society is constituted, woman spends, as she should, more money than man. Indeed, it is her province to spend the money that goes into the home. How important is it then that she should know how to make that money count for the utmost in the purchase and preparation of food, and how to make the best showing for the expenditures in dress and household furnishings and decoration.

EVENING SCHOOL CLASSES OPPORTUNITY FOR FOREIGN-BORN.

The Supervisor of Evening Elementary Schools makes this gratifying observation: "No previous year has been more successful in the average daily attendance and amount of good work done." So long as many thousands of immigrants continue to pour into our city each year, so long at least will there be a genuine demand for evening classes to teach these new arrivals to read and speak the English language. A common medium of expression and communication is the first requisite of real citizenship. Without sympathy between the newcomers and our native-

GROWING PLANTS IN A HOT HOUSE

Practical Truck Gardening as Taught at West Technical High School

born, citizenship implying loyalty to our country and its institutions is well nigh impossible. In these schools special emphasis, therefore, is laid on the teaching of English to the foreign-born. The results are very reassuring. No class more eager to learn attends the public schools, day or evening, than the very recent arrivals from foreign countries. In some of these schools pupils ranging from fifteen to fifty-nine years of age are to be found night after night, side by side, struggling to master the language of the land that henceforth is to be their home. Husband and wife are found in adjacent seats diligently applying themselves to their studies, while at the blackboards or elsewhere in the school room their children, pupils of the day schools, entertain themselves in their own quiet way, not infrequently making play of the lessons taught by their own teachers. The evening's work over, the parents with their children return to their humble homes, conscious that a full day's work has been faithfully done. One has but to observe these people as they struggle with their studies, to be impressed with their earnestness and worthy purpose. This class of newcomers need give native-born Americans no concern. They already realize much of what America means and are determined to know more. To help them still further to realize this aim, it was determined late in the year to incorporate in the evening elementary schools next year classes for training in citizenship, in which not only the forms of our institutions, but their meaning and true spirit also, shall be explained and, so far as possible, made a part of their lives.

Another important service which the evening elementary school performs is in affording boys and girls who had previously left school an opportunity to continue their studies. Still another worthy purpose which it subserves is in the preparation of young people for special lines of work. For several years, for example, these schools have conducted classes to prepare for the civil service. Last year fifty-two pupils were enrolled for this work, nearly all of whom were preparing for employment in the postal service.

The Supervisor, in his report cited above, makes this statement: "Being anxious to know how other cities were conducting their evening schools, I wrote to twelve cities and received plans and courses of study. I am pleased to say that our schools rank high as to quality and amount of work done, and are very much superior to nearly all of them in regularity of attendance, and much lower in cost per capita ($3.76), which in some cities averages as high as $12.00."

Evidence of Appreciation

On account of the quality of the work done and the interest of the pupils as manifested in their regular attendance, an additional term of twelve weeks was provided in certain schools. The enrollment of this term was 640. At the close of this period it was decided to continue the evening school at Longwood an additional term of eight weeks. The enrollment of 398 in this school during the heated season tells its own story of appreciation and ambition.

The enrollment in the various evening high schools reached a total of 3,050, the largest in the history of this activity. Of this number 2,458 were American-born. The remaining 592, who were foreign-born, were distributed by nationalities as follows: Russian, 141; Hungarian, 145; English, 47; German, 72; Canadian, 9; Bohemian, 34; Irish, 48; Scotch, 18; Polish, 11; Danish, 3; French, 3; Slavish, 20; Swiss, 4; Turkish, 2; Finnish, 3; Norwegian, 1; West Indian, 1; Dutch, 8; Italian, 14; Welsh, 1; Japanese, 1; Roumanian, 6. That 2,663 of those who attended the evening high schools were employed at gainful occupations during the daytime is evidence that the subjects offered filled a conscious need. A little more than half of the total enrollment—to be exact, 1,534—is accredited to the academic schools, 609 to the High School of Commerce, and 907 to the two technical schools. The fact that a majority of those who felt their need for further training to such an extent that they were willing to use their spare time to go to evening school, attended the academic schools, is food for thought. In these schools were found pupils studying with professional careers in view, business men seeking knowledge to help them in their vocations; and mechanics wishing to increase their earning capacity.

SUMMER SCHOOLS AN AID TO THE BACKWARD AND THE AMBITIOUS.

Summer school work was conducted in four high schools and twelve elementary schools, at the Boys' School for boys from the Detention Home, and at the Tent Colony. The class at the Boys' School was conducted throughout the summer, it being considered wise to offer instruction to the inmates of the Detention Home throughout the entire calendar year. The elementary schools were in session eight weeks and the high schools nine weeks. The difference in the length of the elementary and high school terms was due to the somewhat different purposes of the two. To the elementary school were admitted pupils of the fifth, sixth, seventh and eighth grades who for sufficient causes had failed of promotion, pupils who were retarded two or more years, and foreign-born pupils who had resided in the district not more than two years. The provision in favor of the foreign pupils was that those handicapped chiefly by a lack of understanding of the English language might add to their proficiency in this respect and so advance more rapidly in their regular school work. It is not uncommon to find in the classes for foreign pupils some who have studied in the schools of their native countries up to the sixth grade, and in some instances in still higher grades. But until they are able to read and speak English, it is impossible to place them in the grades to which they belong in point of intellect. By laying stress upon the English in these schools for foreign children it was possible to make material gain for them, as well as for the schools themselves, by eliminating a measure of retardation.

A Semester's Program

To the high schools were admitted pupils who desired to make up back work, as well as those who had failed in one or more subjects, and those who wished to complete the course in less than four years. By doing double work nine weeks it was possible for a pupil to cover a full semester's program in any study, during the term, and by carrying two studies in this manner one-half of a semester's work as prescribed by the course of study could be covered. This provision was made in the interest of exceptional pupils who need to finish their school work without unnecessary delay. In this way boys and girls who entered the summer high school immediately after finishing the eighth grade last June may graduate in three years. This plan is not advised for many, however, since it would be too severe for the pupil of average mental and physical strength.

The total enrollment in the summer schools was 3,030, distributed as follows: Elementary, 1,643; academic high school, 630; technical high schools, 429, and High School of Commerce, 337. Of this number at the close of the summer term 63 finished the eighth grade and received certificates of promotion to high school, and 67 high school pupils were awarded diplomas. The Assistant Superintendent in charge of the summer schools has instituted a plan to follow up the pupils who attended the summer schools with a view to ascertaining the degree of success of the work.

SUPERVISION BY DISTRICTS NOW IN OPERATION.

While Cleveland was a comparatively small city, all administrative functions were lodged in the Superintendent. He personally attended to the assignment of teachers, cases of discipline, transfers of pupils and

AT WORK IN VEGETABLE GARDEN

Pupils at West Technical High School Raising Cabbage

teachers, and all other matters bearing upon the harmonious and efficient work of the school system. Very early it became manifest that the various subjects making up the curriculum required special supervision by experts, whose duty it was to visit all the schools in the district and to direct the work of teachers in their special subjects. This was particularly true of such branches as Music, Drawing and Penmanship, whose subject matter was more or less of a technical character. As the number of schools increased, it was found desirable to provide special supervision of the less technical subjects—Reading, Grammar, Arithmetic, Geography and History. A further step was taken when it was found that the work of administration had become so complex as to require a division. The city was then divided into two districts. The schools on the west side of the Cuyahoga river, together with a few of the down-town schools on the East Side, constituted one district, and the remainder of the East Side the other. Over each of these districts a Supervisor was placed. To the two Supervisors were referred all cases of discipline and minor matters of administration. The unity of the system was but slightly broken up by the arrangement, however, since each Supervisor visited all the schools in the city for the purpose of overseeing the work in the subjects which had been placed in his charge.

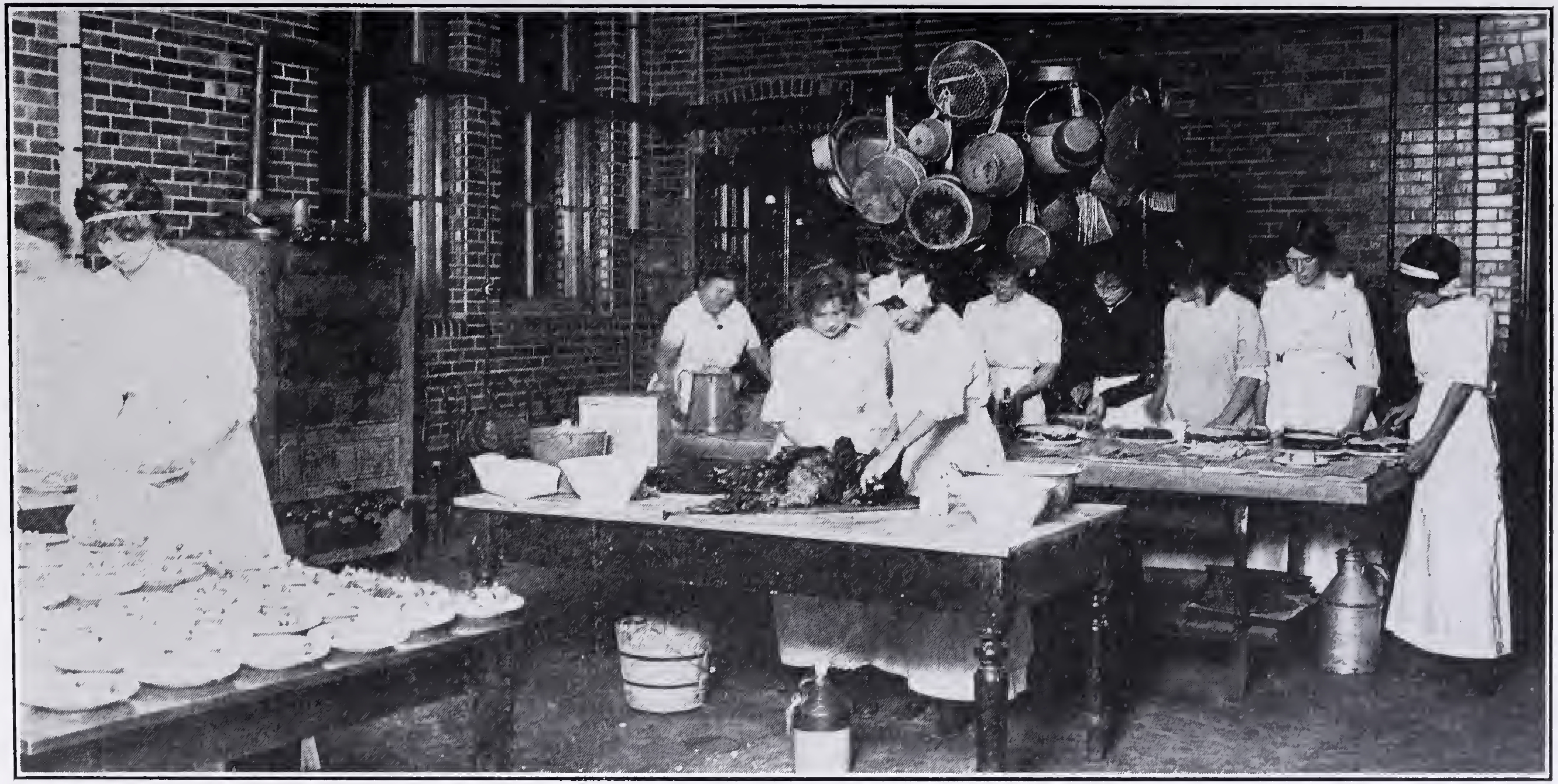
In 1902 these two Supervisors were first called Assistant Superintendents. This new title in no way altered their functions except to widen slightly the range of their administrative work. They still supervised their particular subjects in all the schools of the city. For a time this plan of universal supervision, with limited administration, seemed very well adapted to meet the requirements. When later, however, it became almost impossible for any Supervisor to make more than two or three visits to any given building during the entire year, this system of supervision became manifestly inadequate. Cleveland had outgrown the plan and was ready, at the beginning of this year, for another modification of the administrative system.

Four Districts

The city was divided into four supervising districts, the West District comprising all schools on the west side of the Cuyahoga river, except Gilbert, Milford, Hicks, The Boys' School and Tremont. The North District comprises Bolton School and all schools north of Euclid Ave., except Rockwell and St. Clair. That designated as the South District is quite irregular in its form, and more or less intermingles with the Central District. It comprises the following schools: South High, Boulevard, Boys', Broadway, Central, Deaf, Dike, Giddings, Harvard, Kinsman, Lincoln, Miles, Miles Park, Mt. Pleasant, Quincy, Rice, Rockwell, Sibley, St. Clair, Sterling, Tod, Warner, Willson Cripple, Woodland, Woodland Hills and Wooldridge. The Central District is made up of the following and is under the direction of an Assistant Superintendent, whose special duty it is to look after the needs of our new American citizens and the new arrivals from foreign shores: East Technical, Barkwill, Brownell, Case-Woodland, Eagle, Fowler, Fullerton, Gilbert, Harmon, Hicks, Huck, Longwood, Marion, Mayflower, Milford, Mound, Murray Hill, Outhwaite, South Case, Tremont, Union and Warren.

While these districts are large, it is possible to bring the office of Superintendent more closely in contact with the individual schools, their teachers and the pupils, than under a general plan. By this arrangement the District Superintendent may know personally his entire corps of teachers, as well as a considerable number of pupils in the grades. One who has had experience under the various plans of supervision pronounces this "a great gain", and says: "It affords the Assistant Superintendent and his Supervisors an opportunity to impress upon their district their own personalities. * * * * * With two or three visits a year and the necessarily distant and partial acquaintance with teachers which this implied, per-

DOMESTIC SCIENCE IN THE HIGH SCHOOLS



Girl Pupils at West Technical High School Preparing Dinner for 200

sonality counted for little." Moreover, says this Assistant Superintendent, "there is now no conflict of authority. Under the old plan it was almost inevitable that a Supervisor should offer or be solicited to offer suggestions of an administrative nature in a district over which he had nothing but a supervisory function. Under the present plan there is but one person to whom questions touching the general management of schools in a district are referred, excepting always the Superintendent of Schools himself."

The Cabinet

The Assistant Superintendents, together with the Superintendent, constitute a Cabinet, who frequently meet to discuss with great fullness and frankness the important questions arising in the city district at large or in any sub-district. Care is constantly exercised that the unity of the system be preserved. Each Assistant Superintendent in this way has the benefit of the advice and experience of all who compose the Cabinet.

In each district, whenever any important advance is made, the Assistant Superintendents and General Supervisors of other districts are made familiar with it and given opportunity to appropriate it for their own use.

The teachers have apparently received the district superintendency plan with favor. They have become conscious that the Assistant Superintendents of their respective districts are familiar with their work and appreciate their efforts. The result has been in many cases new zeal and renewed efforts. Thus is met the expectation of my predecessor, Superintendent Harriet L. Keeler, as expressed in the closing paragraph of her report for the school year 1911-12.

The Superintendent of Schools visited every school building in the city before the first of January and all but a comparatively few school rooms. During the year he was able to visit many schools two or more times. These visits have served to draw close the bond of interest between the office and the workers in the field.

GENERAL REPORT FOR SCHOOL YEAR 1912-1913

GENERAL STATISTICS

Normal School

Total registration	214
Average daily attendance	192.8
Number teachers (exclusive of training teachers and principal)	10
Average number of pupils per teacher (on registration)	20.9
Per capita cost of instruction (exclusive of maintenance and on registration)	$99.14
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$118.53

Academic High Schools

Number	8
Total registration	*5,511
Average daily attendance	4,418.8
Number whole-time teachers (exclusive of principals)	212.7
Number teachers (when two having all double periods counted as one according to Board rule)	190.6
Average number of pupils per teacher (on Board rule count and on registration)	28.91
Per capita cost of instruction (exclusive of maintenance and on registration)	$60.21
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$71.27

Technical High Schools

Number	2
Total registration	*2,065
Average daily attendance	1,617.3
Number whole-time teachers (exclusive of principal)	85.9
Number teachers (when two having all double periods counted as one according to Board rule)	65.9
Average number of pupils per teacher (on Board rule count and on registration)	31.3
Per capita cost of instruction (exclusive of maintenance and on registration)	$63.09
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$78.20

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*High School registration includes 843 pupils promoted from elementary to high school at beginning of the second semester, divided as follows: Academic 521, Technical 241, and High School of Commerce 81. As these students had been enrolled in the elementary schools, they are not counted again in the total enrollment. 8,421 represents the number of individuals entering the high schools during the year.

High Schools of Commerce

Number	2
Total registration	*845
Average daily attendance	668.3
Number whole-time teachers (exclusive of principal)	32.7
Number teachers (when two having all double periods counted as one according to Board rule)	29.2
Average number of pupils per teacher (on Board rule count and on registration)	28.9
Per capita cost of instruction (exclusive of maintenance and on registration)	$69.42
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$83.55

Regular Elementary Schools

Number	89
Total registration	67,719
Average daily attendance	56,768.8
Number teachers (exclusive of principals)	1,662.1
Regular teachers	1,516.5
Special teachers	145.6
German	99.6
Manual Training	23
Domestic Science	23
Average number of pupils per teacher (on registration and regular teachers)	44.65
Per capita cost of instruction (exclusive of maintenance and on registration)	$21.90
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$23.84

Schools for Backward Children

First Semester

Number	3
Total registration	66
Number teachers	3
Average number of pupils per teacher	22

Second Semester

Number	4
Total registration	94
Number teachers	4
Average number of pupils per teacher	23.2
Per capita cost of instruction in backward schools (exclusive of maintenance and on registration)	$30.97
Per capita cost of instruction in backward schools (exclusive of maintenance and on average monthly enrollment)	$34.35

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*High School registration includes 843 pupils promoted from elementary to high school at beginning of the second semester, divided as follows: Academic 521, Technical 241, and High School of Commerce 81. As these students had been enrolled in the elementary schools, they are not counted again in the total enrollment. 8,421 represents the number of individuals entering the high schools during the year.

Schools for the Blind

First Semester

Number	3
Total registration	19
Number teachers	3
Average number pupils per teacher	6.3

Second Semester

Number	3
Total registration	23
Number teachers	3
Average number pupils per teacher	7.6
Per capita cost of instruction in schools for blind (exclusive of maintenance and salary of supervisor and on registration)	$84.61
Per capita cost of instruction in schools for blind (exclusive of maintenance and salary of supervisor and on average monthly enrollment)	$88.85

Boys' School (Including Detention School)

Number	1
Total registration	777
Number teachers (exclusive of principal)	10
Average number pupils per teacher (on registration)	77.7
Per capita cost of instruction (exclusive of maintenance and on registration)	$15.97
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$29.33

Continuation Schools

Number	14
Total registration	1,536
Number teachers (exclusive of principal)	17
Average number pupils per teacher (on registration)	90.3
Per capita cost of instruction (exclusive of maintenance and on registration)	$8.04
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$9.44

School for Crippled Children

Number	1
Total registration	*83
Number teachers (exclusive of principal)	4
Average number pupils per teacher (on registration)	20.8
Per capita cost of instruction (exclusive of maintenance and on registration)	$56.98
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$66.61

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*Exclusive of Kindergarten.

School for Deaf

Number	1
Total registration	105
Number teachers (exclusive of principal)	12
Average number pupils per teacher (on registration)	8.8
Per capita cost of instruction (exclusive of maintenance and on registration)	$105.80
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$118.18

Defective Schools

Number	18
Total registration	270
Number teachers (exclusive of principal)	19
Average number pupils per teacher (on registration)	14.2
Per capita cost of instruction (exclusive of maintenance and on registration)	$55.90
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$63.15

Elementary Industrial School

Number	1
Total registration	197
Number teachers (exclusive of principal)	8
Average number pupils per teacher (on registration)	24.6
Per capita cost of instruction (exclusive of maintenance and on registration)	$49.04
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$67.56

Foreign Schools

Number	15
Total registration	429
Number teachers (exclusive of principal)	15
Average number pupils per teacher (on registration)	28.6
Per capita cost of instruction (exclusive of maintenance and on registration)	$22.11
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$27.49

Epileptic School

Number	1
Total registration	10
Number teachers (exclusive of principal)	1
Average number of pupils per teacher (on registration)	10
Per capita cost of instruction (exclusive of maintenance and on registration)	$80.00

Open-Air Schools

First Semester

Number	4
Total registration	119
Number teachers (exclusive of principal)	4
Average number pupils per teacher (on registration)	29.7

Second Semester

Number	4
Total registration	124
Number teachers (exclusive of principal)	4
Average number pupils per teacher (on registration)	31
Per capita cost of instruction in open air schools (exclusive of maintenance and on registration)	$24.06
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$26.44

Tuberculosis Tent Colony

Number	1
Total registration	27
Number teachers (exclusive of principal)	1
Average number pupils per teacher (on registration)	27
Per capita cost of instruction (exclusive of maintenance and on registration)	$28.09

Kindergartens

Number	75
Total registration	6,362
Average daily attendance	4,516.9
Number teachers	139
Average number pupils per teacher (on registration)	45.7
Per capita cost of instruction (exclusive of maintenance and on registration)	$15.16
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment)	$17.24

Evening High Schools

Total registration		3,050
Academic High	1,534	
High School of Commerce	609	
Technical High	907	
Average daily attendance (by classes)		2,003.2
Number teachers (exclusive of supervisors)		135
Average number pupils per teacher (on registration)		22.5
Per capita cost of instruction (exclusive of maintenance and on registration)		$6.46

Evening Elementary Schools

Total registration	6,402
Average daily attendance	2,036
Number teachers (exclusive of supervisor)	98
Average number of pupils per teacher (on registration)	65.3
Per capita cost of instruction (exclusive of maintenance and on registration)	$2.96

Summer Academic High School

Total registration	630
Number teachers (whole-time)	18.6
Average number pupils per teacher (on registration)	33.9
Per capita cost of instruction (exclusive of maintenance and on registration)	$11.52

Summer High School of Commerce

Total registration	337
Number teachers (whole-time)	15.5
Average number of pupils per teacher (on registration)	21.7
Per capita cost of instruction (exclusive of maintenance and on registration)	$21.36

Summer Technical High School

Total registration	429
Number teachers (whole-time)	29.8
Average number pupils per teacher (on registration)	14.4
Per capita cost of instruction (exclusive of maintenance and on registration)	$25.63

Summer Elementary School

Total registration	1,643
Average daily attendance	1,461.9
Number teachers	*64
Average number pupils per teacher (on registration)	25.7
Per capita cost of instruction (exclusive of maintenance and on registration)	$6.20

Summer Foreign Schools

Total registration	278
Average daily attendance	223.8
Number teachers	8
Average number of pupils per teacher (on registration)	34.7
Per capita cost of instruction (exclusive of maintenance and on registration)	$3.84

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*Not including two Manual Training teachers and one Domestic Science teacher.

Summer Tuberculosis Tent Colony

Total registration	28
Average daily attendance	27
Number teachers	1
Per capita cost of instruction (exclusive of maintenance and on registration)	$4.81

Summer Boys' School (Detention)

Total registration	111
Number teachers	1
Per capita cost of instruction (exclusive of maintenance and on registration)	$1.97

Summer Evening Schools

Total registration	640
Average daily attendance	210
Number teachers	6
Average number of pupils per teacher (on registration)	106.6
Per capita cost of instruction (exclusive of maintenance and on registration)	$1.41

Summer Playgrounds

Total registration	7,534
Average daily attendance	2,627
Number teachers (exclusive of supervisor)	40
Average number of pupils per teacher (on registration)	188.3
Per capita cost of instruction (exclusive of maintenance and on registration)	$ .87

SPECIAL STATISTICS

All High Schools

Table I

Enrollment and Attendance

FIRST SEMESTER

	Boys	Girls	Total
* Enrollment	3,820	3,599	7,419
‡ Leaving	35	42	77
† Withdrawals	335	212	547
Enrollment at date this report	3,450	3,345	6,795
Average daily attendance	3,326.6	3,249.9	6,576.5

SECOND SEMESTER

	Boys	Girls	Total
* Enrollment	3,878	3,819	7,697
‡ Leaving	26	24	50
† Withdrawals	363	253	616
Enrollment at date this report	3,489	3,542	7,031
Average daily attendance	3,479.5	3,390.7	6,870.2

* Less all transfers.

‡ Leaving for private, parochial or public schools other than of Cleveland.

† Dropping from all educational institutions whatsoever.

Academic High Schools

Table I (a)

Enrollment and Attendance

FIRST SEMESTER

	Boys	Girls	Total
* Enrollment	2,254	2,639	4,893
‡ Leaving	23	29	52
† Withdrawals	177	133	310
Enrollment at date this report	2,054	2,477	4,531
Average daily attendance	1,927.1	2,384.4	4,311.5

SECOND SEMESTER

	Boys	Girls	Total
* Enrollment	2,305	2,809	5,114
‡ Leaving	19	12	31
† Withdrawals	178	178	356
Enrollment at date this report	2,108	2,619	4,727
Average daily attendance	2,087.3	2,476.6	4,563.9

* Less all transfers.

‡ Leaving for private, parochial or public schools other than of Cleveland.

† Dropping from all educational institutions whatsoever.

High Schools of Commerce

Table I (b)

Enrollment and Attendance

FIRST SEMESTER

	Boys	Girls	Total
* Enrollment	288	464	752
‡ Leaving	6	4	10
† Withdrawals	25	32	57
Enrollment at date this report	257	428	685
Average daily attendance	255.9	423.5	679.5

SECOND SEMESTER

	Boys	Girls	Total
* Enrollment	270	480	750
‡ Leaving	1	5	6
† Withdrawals	33	31	64
Enrollment at date this report	236	444	680
Average daily attendance	220.1	437	657.1

* Less all transfers.

‡ Leaving for private, parochial and public schools other than of Cleveland.

† Dropping from all educational institutions whatsoever.

Technical High Schools

Table I (c)

Enrollment and Attendance

FIRST SEMESTER

	Boys	Girls	Total
* Enrollment	1,278	496	1,774
‡ Leaving	6	9	15
† Withdrawals	133	47	180
Enrollment at date this report	1,139	440	1,579
Average daily attendance	1,143.5	442	1,585.5

SECOND SEMESTER

	Boys	Girls	Total
* Enrollment	1,303	530	1,833
‡ Leaving	6	7	13
† Withdrawals	152	44	196
Enrollment at date this report	1,145	479	1,624
Average daily attendance	1,172.1	477.1	1,649.2

* Less all transfers.

‡ Leaving for private, parochial and public schools other than of Cleveland.

Dropping from all educational institutions whatsoever.

Table II

Distribution of Enrollment, Number Leaving, Withdrawals—By Courses and Classes

Academic High Schools

FIRST SEMESTER

	D			C			B			A			TOTAL BY CLASSES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Classical:															
Enrollment	225	260	485	211	269	480	164	216	380	102	161	263	702	906	1608
Leaving	3	8	11	2	3	5	2	1	3	1	1	2	8	13	21
Withdrawals	17	14	31	8	9	17	9	11	20	3	5	8	37	39	76
Enrollment at date this report	205	238	443	201	257	458	153	204	357	98	155	253	657	854	1511
Scientific:															
Enrollment	576	669	1245	421	466	887	279	295	574	276	303	579	1552	1733	3285
Leaving	5	8	13	5	4	9	4	2	6	1	2	3	15	16	31
Withdrawals	62	42	104	38	28	66	26	14	40	14	10	24	140	94	234
Enrollment at date this report	509	619	1128	378	434	812	249	279	528	261	291	552	1397	1623	3020

Table II—continued

SECOND SEMESTER

	D			C			B			A			TOTAL BY CLASSES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Classical:															
Enrollment	191	264	455	173	247	420	176	286	462	101	193	294	642	990	1632
Leaving	5	3	8	2	1	3	2	2	4	0	0	0	9	6	15
Withdrawals	16	20	36	8	9	17	6	8	14	4	6	10	34	43	77
Enrollment at date this report	170	241	411	163	237	400	168	276	444	97	187	284	599	941	1540
Scientific:															
Enrollment	573	648	1221	404	471	875	404	413	817	282	287	569	1663	1819	3482
Leaving	8	3	11	1	1	2	1	1	2	0	1	1	10	6	16
Withdrawals	54	60	114	37	38	75	41	30	71	12	7	19	144	135	279
Enrollment at date this report	511	585	1096	366	432	798	362	382	744	270	279	549	1509	1678	3187

Table III
Distribution of Enrollment—By Courses and Classes High Schools of Commerce

FIRST SEMESTER

	D			C			B			A			TOTAL BY CLASSES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Commercial:															
Enrollment	121	172	293	66	104	170	53	102	155	48	86	134	288	464	752
Leaving	6	3	9	0	1	1	.....	.....	.....	.....	.....	.....	6	4	10
Withdrawals	15	12	27	5	8	13	3	4	7	2	8	10	25	32	57
Enrollment at date this report	100	157	257	61	95	156	50	98	148	46	78	124	257	428	685

SECOND SEMESTER

	D			C			B			A			TOTAL BY CLASSES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Commercial:															
Enrollment	96	185	281	79	114	193	56	97	153	39	84	123	270	480	750
Leaving	0	4	4	1	1	2	0	0	0	0	0	0	1	5	6
Withdrawals	14	17	31	13	5	18	5	6	11	1	3	4	33	31	64
Enrollment at date this report	82	164	246	65	108	173	51	91	142	38	81	119	236	444	680

Table IV

Distribution of Enrollment, Number Leaving, Withdrawals—By Courses and Classes Technical High Schools

FIRST SEMESTER

	D			C			B			A			TOTAL BY CLASSES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Scientific:															
Enrollment	618	262	880	331	111	442	186	55	241	143	68	211	1278	496	1774
Leaving	1	6	7	1	1	2	2	2	4	2	0	2	6	9	15
Withdrawals	88	32	120	27	7	34	9	3	12	9	5	14	133	47	180
Enrollment at date this report	529	224	753	303	103	406	175	50	225	132	63	195	1139	440	1579

SECOND SEMESTER

	D			C			B			A			TOTAL BY CLASSES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Scientific:															
Enrollment	590	259	849	328	123	451	207	65	272	178	83	261	1303	530	1833
Leaving	2	4	6	2	2	4	0	0	0	2	1	3	6	7	13
Withdrawals	92	31	123	35	5	40	18	2	20	7	6	13	152	44	196
Enrollment at date this report	496	224	720	291	116	407	189	63	252	169	76	245	1145	479	1624

Table V

Distribution of Enrollment by Ages and Classes
All High Schools

FIRST SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.........	0	1	1	....	....	....	....	....	....	....	....	....	0	1	1
12 "	20	15	35	1	0	1	....	....	....	....	....	....	21	15	36
13 "	138	150	288	11	15	26	....	....	....	....	....	....	149	165	314
14 "	578	563	1141	96	149	245	5	4	9	....	....	....	679	716	1395
15 "	481	450	931	365	397	762	75	93	168	14	5	19	935	945	1880
16 "	240	172	412	323	228	551	257	295	552	88	73	161	908	768	1676
17 "	66	28	94	156	100	256	205	185	390	218	290	508	645	603	1248
18 "	13	12	25	65	19	84	103	71	174	168	163	331	349	265	614
19 "	4	2	6	10	5	15	28	17	45	62	63	125	104	87	191
20 "	0	4	4	2	3	5	9	3	12	19	24	43	30	34	64
Total by classes...	1540	1397	2937	1029	916	1945	682	668	1350	569	618	1187	3820	3599	7419
Below normal age.	158	166	324	108	164	272	80	97	177	102	78	180	448	505	953
Normal age.......	1059	1013	2072	688	625	1313	462	480	942	386	453	839	2595	2571	5166
Above normal age.	323	218	541	233	127	360	140	91	231	81	87	168	777	523	1300

Table V—continued

SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.........	1	0	1	....	....	....	....	...	....	....	....	....	1	0	1
12 "	21	19	40	....	....	....	.....	....	....	....	....	....	21	19	40
13 "	155	217	372	2	3	5	1	0	1	....	....	....	158	220	378
14 "	444	484	928	62	48	110	13	10	23	....	....	....	519	542	1061
15 "	459	390	849	197	241	438	106	127	233	2	2	4	764	760	1524
16 "	263	193	456	346	350	696	290	312	602	38	46	84	937	901	1838
17 "	80	40	120	245	213	458	241	286	527	186	268	454	752	807	1559
18 "	19	11	30	97	75	172	135	109	244	230	203	433	481	398	879
19 "	6	1	7	29	18	47	48	14	62	109	99	208	192	132	324
20 "	2	2	4	7	6	13	7	3	10	35	29	64	51	40	91
21 "	....	....	....	....	....	....	2	0	2	....	....	....	2	0	2
Total by classes...	1450	1357	2807	985	954	1939	843	861	1704	600	647	1247	3878	3819	7697
Below normal age.	177	236	413	64	51	115	120	137	257	40	48	88	401	472	873
Normal age.......	903	874	1777	543	591	1134	531	598	1129	416	471	887	2393	2534	4927
Above normal age.	370	247	617	378	312	690	192	126	318	144	128	272	1084	813	1897

Table V (a)

Distribution of Enrollment by Ages and Classes

Academic High Schools

FIRST SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.........	0	1	1	....	....	....	....	....	....	....	....	....	0	1	1
12 "	16	13	29	1	0	1	....	....	....	....	....	....	17	13	30
13 "	83	115	198	9	10	19	....	....	....	....	....	....	92	125	217
14 "	307	408	715	71	128	199	4	3	7	....	....	....	382	539	921
15 "	250	276	526	244	320	564	56	63	119	13	5	18	563	664	1227
16 "	107	88	195	192	189	381	165	227	392	65	61	126	529	565	1094
17 "	28	18	46	80	69	149	129	153	282	142	234	376	379	474	853
18 "	8	7	15	29	14	43	68	54	122	110	114	224	215	189	404
19 "	2	1	3	5	3	8	15	10	25	37	32	69	59	46	105
20 "	0	2	2	1	2	3	6	1	7	11	18	29	18	23	41
Total by classes...	801	929	1730	632	735	1367	443	511	954	378	464	842	2254	2639	4893
Below normal age.	99	129	228	81	138	219	60	66	126	78	66	144	318	399	717
Normal age.......	557	684	1241	436	509	945	294	380	674	252	348	600	1539	1921	3460
Above normal age.	145	116	261	115	88	203	89	65	154	48	50	98	397	319	716

Table V (a)—continued

SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.........	1	0	1	....	....	....	....	....	....	....	....	....	1	0	1
12 "	14	17	31	0	1	1	....	....	....	....	....	....	14	18	32
13 "	113	162	275	28	15	43	1	0	1	....	....	....	142	177	319
14 "	257	343	600	88	143	231	12	7	19	....	....	....	357	493	850
15 "	234	247	481	212	278	490	83	95	178	0	2	2	529	622	1151
16 "	107	109	216	157	191	348	208	251	459	24	30	54	496	581	1077
17 "	29	25	54	69	67	136	156	245	401	116	220	336	370	557	927
18 "	7	7	14	19	17	36	83	89	172	150	151	301	259	264	523
19 "	1	1	2	5	3	8	31	11	42	72	56	128	109	71	180
20 "	1	2	3	0	2	2	5	1	6	21	21	42	27	26	53
21 "	....	....	....	....	....	....	1	0	1	....	....	....	1	0	1
Total by classes...	764	913	1677	578	717	1295	580	699	1279	383	480	863	2305	2809	5114
Below normal age.	128	179	307	116	159	275	96	102	198	24	32	56	364	472	836
Normal age.......	491	590	1081	369	469	838	364	496	860	266	371	637	1490	1926	3416
Above normal age.	145	144	289	93	89	182	120	01	221	93	77	170	451	411	862

Table V (b)
Distribution of Enrollment by Ages and Classes High Schools of Commerce

FIRST SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.........	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
12 "	3	0	3	....	....	....	....	....	....	....	....	....	3	0	3
13 "	11	19	30	0	4	4	....	....	....	....	....	....	11	23	34
14 "	58	64	122	4	12	16	0	1	1	....	....	....	62	77	139
15 "	29	86	115	28	33	61	3	24	27	....	....	....	60	143	203
16 "	15	30	45	17	13	30	26	45	71	9	8	17	67	96	163
17 "	4	4	8	10	7	17	16	22	38	20	34	54	50	67	117
18 "	1	2	3	6	1	7	7	7	14	15	24	39	29	34	63
19 "	....	....	....	1	0	1	1	1	2	4	18	22	6	19	25
20 "	0	1	1	....	....	....	0	2	2	0	2	2	0	5	5
Total by classes...	121	206	327	66	70	136	53	102	155	48	86	134	288	464	752
Below normal age.	14	19	33	4	16	20	3	25	28	9	8	17	30	68	98
Normal age.......	87	150	237	45	46	91	42	67	109	35	58	93	209	321	530
Above normal age.	20	37	57	17	8	25	8	10	18	4	20	24	49	75	124

Table V (b)—continued

SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.........	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
12 "	0	2	2	....	....	....	....	....	....	....	....	....	0	2	2
13 "	15	22	37	1	2	3	....	....	....	....	....	....	16	24	40
14 "	32	63	95	9	21	30	1	2	3	....	....	....	42	86	128
15 "	28	75	103	29	47	76	4	23	27	....	....	....	61	145	206
16 "	16	21	37	21	35	56	28	40	68	0	6	6	65	102	167
17 "	5	2	7	15	9	24	15	23	38	15	35	50	50	69	119
18 "	....	....	....	3	0	3	8	8	16	20	21	41	31	29	60
19 "	....	....	....	1	0	1	0	1	1	3	22	25	4	23	27
20 "	....	....	....	....	....	....	....	....	....	1	0	1	1	0	1
Total by classes...	96	185	281	79	114	193	56	97	153	39	84	123	270	486	750
Below normal age.	15	24	39	10	23	33	5	25	30	0	6	6	30	78	108
Normal age.......	60	138	198	50	81	131	43	63	106	35	56	91	188	338	526
Above normal age.	21	23	44	19	10	29	8	9	17	4	22	26	52	64	116

Table V (c)
Distribution of Enrollment by Ages and Classes Technical High Schools

FIRST SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years........	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
12 "	1	2	3	....	....	....	....	....	....	....	....	....	1	2	3
13 "	44	16	60	2	1	3	....	....	....	....	....	....	46	17	63
14 "	213		304	21	9	30	1	0	1	....	....	....	235	100	335
15 "	202	88	290	93	44	137	16	6	22	1	0	1	312	138	450
16 "	118	54	172	114	26	140	66	23	89	14	4	18	312	107	419
17 "	34	6	40	66	24	90	60	10	70	56	22	78	216	62	278
18 "	4	3	7	30	4	34	28	10	38	43	25	68	105	42	147
19 "	2	1	3	4	2	6	12	6	18	21	13	34	39	22	61
20 "	0	1	1	1	1	2	3	0	3	8	4	12	12	6	18
Total by classes...	618	262	880	331	111	442	186	55	241	143	68	211	1278	496	1774
Below normal age.	45	18	63	23	10	33	17	6	23	15	4	19	100	38	138
Normal age.......	415	179	594	207	70	277	126	33	159	99	47	146	847	329	1176
Above normal age.	158	65	223	101	31	132	43	16	59	29	17	46	331	129	460

Table V (c)—continued

SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.........	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
12 "	7	0	7	....	....	....	....	....	....	....	....	....	7	0	7
13 "	27	33	60	1	0	1	....	....	....	....	....	....	28	33	61
14 "	155	78	233	25	12	37	0	1	1	....	....	....	180	91	271
15 "	197	68	265	80	51	131	19	9	28	2	0	2	298	128	426
16 "	140	63	203	113	37	150	54	21	75	14	10	24	321	131	452
17 "	46	13	59	73	13	86	70	18	88	55	13	68	244	57	301
18 "	12	4	16	25	8	33	44	12	56	60	31	91	141	55	196
19 "	5	0	5	9	1	10	17	2	19	34	21	55	65	24	89
20 "	1	0	1	2	1	3	2	2	4	13	8	21	18	11	29
21 "	....	....	....	....	....	....	1	0	1	....	....	....	1	0	1
Total by classes...	590	259	849	328	123	451	207	65	272	178	83	261	1303	530	1833
Below normal age.	34	33	67	26	12	38	19	10	29	16	10	26	95	65	160
Normal age.......	352	146	498	193	88	281	124	39	163	115	44	159	784	317	1101
Above normal age.	204	80	284	109	23	132	64	16	80	47	29	76	424	148	572

Table VI

Source of New Pupils

All High Schools

FIRST SEMESTER

	Boys	Girls	Total
Enrollment of new pupils	1,022	879	1,901
From public elementary schools of Cleveland	845	695	1,540
From public elementary schools other than Cleveland	68	71	139
From all private schools	2	7	9
From all parochial schools	93	97	190
From other sources	14	9	23

SECOND SEMESTER

	Boys	Girls	Total
Enrollment of new pupils	444	440	884
From public elementary schools of Cleveland	411	432	843
From public elementary schools other than Cleveland	16	6	22
From all private schools	0	1	1
From all parochial schools	5	1	6
From other sources	12	0	12

Table VI (a)

Source of New Pupils

Academic High Schools

FIRST SEMESTER

	Boys	Girls	Total
Enrollment of new pupils	537	599	1,136
From public elementary schools of Cleveland	454	491	945
From public elementary schools other than Cleveland	36	41	77
From all private schools	2	2	4
From all parochial schools	42	62	104
From other sources	3	3	6

SECOND SEMESTER

	Boys	Girls	Total
Enollment of new pupils	242	297	539
Frrom public elementary schools of Cleveland	230	291	521
From public elementary schools other than Cleveland	6	4	10
From all private schools	0	1	1
From all parochial schools	3	1	4
From other sources	3	0	3

Table VI (b)

Source of New Pupils

High Schools of Commerce

FIRST SEMESTER

	Boys	Girls	Total
Enrollment of new pupils	65	112	177
From public elementary schools of Cleveland	48	90	138
From public elementary schools other than Cleveland	7	6	13
From all private schools	0	1	1
From all parochial schools	10	15	25
From other sources	....	....	....

SECOND SEMESTER

	Boys	Girls	Total
Enrollment of new pupils	30	54	84
From public elementary schools of Cleveland	28	53	81
From public elementary schools other than Cleveland	2	1	3
From all private schools	....	....	....
From all parochial schools	....	....	....
From other sources	....	....	....

Table VI (c)

Source of New Pupils

Technical High Schools

FIRST SEMESTER

	Boys	Girls	Total
Enrollment of new pupils	420	168	588
From public elementary schools of Cleveland	343	114	457
From public elementary schools other than Cleveland	25	24	49
From all private schools	0	4	4
From all parochial schools	41	20	61
From other sources	11	6	17

SECOND SEMESTER

	Boys	Girls	Total
Enrollment of new pupils	172	89	261
From public elementary schools of Cleveland	153	88	241
From public elementary schools other than Cleveland	8	1	9
From all private schools	....	....	....
From all parochial schools	2	0	2
From other sources	9	0	9

Table VII

*Ages of New Pupils

All High Schools

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years	0	1	1	11 Years	0	1	1
12 "	15	14	29	12 "	14	14	28
13 "	105	125	230	13 "	101	134	235
14 "	402	375	777	14 "	165	179	344
15 "	335	262	597	15 "	106	83	189
16 "	130	84	214	16 "	42	22	64
17 " and over	35	18	53	17 " and over	16	7	23
Total	1,022	879	1901	Total	444	440	884

* Age at last birthday.

Table VII (a)

Ages of New Pupils

Academic High Schools

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years	0	1	1	11 Years	0	1	1
12 "	11	12	23	12 "	8	12	20
13 "	61	96	157	13 "	73	92	165
14 "	210	263	473	14 "	92	121	213
15 "	183	170	353	15 "	49	54	103
16 "	57	45	102	16 "	14	12	26
17 " and over	15	12	27	17 "	6	5	11
Total	537	599	1,136	Total	242	297	539

Table VII (b)

Ages of New Pupils

High Schools of Commerce

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years	....	....	....	11 Years	....	....	....
12 “	3	0	3	12 “	0	2	2
13 “	9	15	24	13 “	9	16	25
14 “	33	42	75	14 “	9	22	31
15 “	12	42	54	15 “	9	11	20
16 “	6	11	17	16 “	3	3	6
17 “ and over	2	2	4	17 “	....	....	....
Total	65	112	177	Total	30	54	84

Table VII (c)

Ages of New Pupils

Technical High Schools

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years	....	....	....	11 Years	....	....	....
12 “	1	2	3	12 “	6	0	6
13 “	35	14	49	13 “	19	26	45
14 “	159	70	229	14 “	64	36	100
15 “	140	50	190	15 “	48	18	66
16 “	67	28	95	16 “	25	7	32
17 “	18	4	22	17 “ and over	10	2	12
Total	420	168	588	Total	172	89	261

Table VIII

Ages of Graduates

All High Schools

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years	....	....	....	15 Years	0	1	1
16 “	2	0	2	16 “	20	29	49
17 “	6	4	10	17 “	128	239	367
18 “	14	11	25	18 “	175	173	348
19 “	6	4	10	19 “	74	56	130
20 “	5	3	8	20 “	21	16	37
Total	33	22	55	Total	418	514	932

Table VIII (a)

Ages of Graduates

Academic High Schools

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years	....	....	....	15 Years	0	1	1
16 “	....	....	....	16 “	18	23	41
17 “	1	0	1	17 “	90	203	293
18 “	....	....	....	18 “	119	139	258
19 “	....	....	....	19 “	55	45	100
20 “	0	1	1	20 “	13	15	28
Total	1	1	2	Total	295	426	721

Table VIII (b)

Ages of Graduates

High Schools of Commerce

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years...........	....	....	....	15 Years..........	....	....	....
16 "	....	....	....	16 "	0	3	3
17 "	2	3	5	17 "	12	25	37
18 "	5	5	10	18 "	19	15	34
19 "	3	2	5	19 "	1	7	8
20 "	0	1	1	20 "	1	0	1
Total...........	10	11	21	Total..........	33	50	83

Table VIII (c)

Ages of Graduates

Technical High Schools

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years...........	....	....	....	15 Years..........	....	....	....
16 "	2	0	2	16 "	2	3	5
17 "	3	1	4	17 "	26	11	37
18 "	9	6	15	18 "	37	19	56
19 "	3	2	5	19 "	18	4	22
20 "	5	1	6	20 "	7	1	8
Total...........	22	10	32	Total..........	90	38	128

Table IX

Graduates by Years in School

All High Schools

FIRST SEMESTER				SECOND SEMESTER			
Years	Boys	Girls	Total	Years	Boys	Girls	Total
Taking 3 years	....	....	....	Taking 3 years	10	6	16
Taking 3½ years	6	3	9	Taking 3½ years	7	16	23
Taking 4 years	7	9	16	Taking 4 years	347	446	793
Taking 4½ years	17	10	27	Taking 4½ years	8	6	14
Taking 4⅔ years	1	0	1	....	....	....	.....
Taking 5 years	2	0	2	Taking 5 years	45	34	79
Taking 5½ years	....	....	....	Taking 5½ years	1	2	3
....	....	....	....	Taking 6 years	0	4	4
Total	33	22	55	Total	418	514	932

Table IX (a)

Graduates by Years in School

Academic High Schools

FIRST SEMESTER				SECOND SEMESTER			
Years	Boys	Girls	Total	Years	Boys	Girls	Total
Taking 3 years	....	....	....	Taking 3 years	6	2	8
Taking 3½ years	....	....	....	Taking 3½ years	....	....	....
Taking 4 years	....	....	....	Taking 4 years	253	384	637
Taking 4½ years	1	1	2	Taking 4½ years	1	1	2
Taking 5 years	....	....	....	Taking 5 years	35	34	69
Taking 5½ years	....	....	....	Taking 5½ years	....	1	1
....	....	....	....	Taking 6 years	....	4	4
Total	1	1	2	Total	295	426	721

Table IX (b)

Graduates by Years in School

High Schools of Commerce

FIRST SEMESTER				SECOND SEMESTER			
Years	Boys	Girls	Total	Years	Boys	Girls	Total
Taking 3 years	....	....	....	Taking 3 years	....	....	.....
Taking 3½ years	....	....	....	Taking 3½ years	0	13	13
Taking 4 years	4	4	8	Taking 4 years	27	35	62
Taking 4½ years	6	7	13	Taking 4½ years	4	2	6
Taking 5 years	....	....	....	Taking 5 years	1	....	1
Taking 5½ years	...	...	...	Taking 5½ years	1	....	1
Total	10	11	21	Total	33	50	83

Table IX (c)

Graduates by Years in School

Technical High Schools

FIRST SEMESTER				SECOND SEMESTER			
Years	Boys	Girls	Total	Years	Boys	Girls	Total
Taking 3 years	....	....	....	Taking 3 years	4	4	8
Taking 3½ years	6	3	9	Taking 3½ years	7	3	10
Taking 4 years	3	5	8	Taking 4 years	67	27	94
Taking 4½ years	10	2	12	Taking 4½ years	3	3	6
Taking 4⅔ years	1	0	1	....	....	....	....
Taking 5 years	2	0	2	Taking 5 years	9	0	9
Taking 5½ years	....	....	....	Taking 5½ years	0	1	1
Total	22	10	32	Total	90	38	128

Table X
All High Schools
Distribution of Leavings and Withdrawals By Ages and Classes

FIRST SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years........	...	...	...	...	...	...	...	...	...	...	...	...
12 "	1	1	2	...	...	...	...	...	...	...	...	...
13 "	11	11	22	0	1	1	...	...	...	...	....	...
14 "	58	41	99	5	9	14	...	...	...	...	...	...
15 "	69	45	114	17	20	3	4	2	6	...	...	...
16 "	42	19	61	32	17	49	12	9	21	3	1	4
17 "	13	4	17	20	7	27	24	20	44	6	9	15
18 "	1	3	4	12	5	17	8	4	12	16	12	28
19 "	2	0	2	0	1	1	5	2	7	4	5	9
20 "	0	1	1	0	1	1	2	0	2	3	4	7
Total by classes	197	125	322	86	61	117	55	37	92	32	31	63
Per cent. Leavings and Withdrawals on Enrollment..................			10.9			7.5			6.8			5.3

Table X

All High Schools

Distribution of Leavings and Withdrawals

By Ages and Classes

SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years	...	...	...	...	...	...	...	...	...	...	...	...
12 "	...	...	...	...	...	...	...	...	...	...	...	...
13 "	13	7	20	0	1	1	...	...	...	...	...	...
14 "	44	47	91	6	2	8	1	2	3	...	...	...
15 "	50	39	89	20	18	38	11	5	16	1	0	1
16 "	53	33	86	27	27	54	16	8	24	3	3	6
17 "	25	14	39	31	8	39	23	21	44	7	1	8
18 "	5	3	8	12	3	15	15	9	24	6	9	15
19 "	...	...	...	2	1	3	4	2	6	6		15
20 "	0	1	1	1	1	2	3	1	4	4	2	6
Total by classes	190	144	334	99	61	160	73	48	121	27	24	51
Per cent. Leavings and Withdrawals on Enrollment			11.8			8.2			7.1			4.0

Table X (a)

Academic High Schools

Distribution of Leavings and Withdrawals

By Ages and Classes

FIRST SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years	...	...	...	...	...	...	...	...	...	...	...	...
12 "	1	0	1	...	...	...	...	...	...	...	...	...
13 "	3	8	11	0	1	1	...	...	...	...	...	...
14 "	21	20	41	5	9	14	...	...	...	...	...	...
15 "	33	31	64	12	12	24	4	2	6	...	...	...
16 "	23	10	33	17	14	31	9	3	12	2	1	3
17 "	5	3	8	13	3	16	16	17	33	3	8	11
18 "	1	0	1	6	3	9	5	4	9	11	5	16
19 "	...	...	...	0	1	1	5	2	7	3	1	4
20 "	...	...	...	0	1	1	2	0	2	0	3	3
Total by classes	87	72	159	53	44	97	41	28	69	19	18	37
Per cent. Leavings and Withdrawals on Enrollment			9.			7.0			7.2			4.3

Table X (a)
Academic High Schools
Distribution of Leavings and Withdrawals
By Ages and Classes

SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years...........	...	...	...	...	...	...	...	...	...	...	...	...
12 "	...	...	...	...	...	...	...	...	...	...	...	...
13 "	6	3	9	0	1	1	...	...	...	...	...	...
14 "	23	30	53	3	2	5	1	2	3	...	...	...
15 "	26	25	51	14	16	30	6	4	10	...	...	...
16 "	17	16	33	14	18	32	12	6	18	2	1	3
17 "	8	10	18	14	7	21	13	18	31	6	1	7
18 "	2	3	5	3	2	5	11	7	18	3	8	11
19 "	0	0	0	0	1	1	4	2	6	3	4	7
20 "	0	1	1	0	1	1	3	1	4	3	0	3
Total by classes	82	88	170	48	48	96	50	40	90	17	14	31
Per cent. Leavings and Withdrawals on Enrollment..................			10.1			7.4			7.0			3.5

Table X (b)

High Schools of Commerce

Distribution of Leavings and Withdrawals

By Ages and Classes

FIRST SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years	...	...	...	...	...	...	...	...	...	...	...	...
12 "	...	...	...	...	...	...	...	...	...	...	...	...
13 "	2	2	4	...	...	...	...	...	...	...	...	...
14 "	15	4	19	...	...	...	...	...	...	...	...	...
15 "	2	5	7	0	5	5	...	...	...	...	...	...
16 "	1	3	4	1	1	2	1	4	5	...	...	...
17 "	1	0	1	2	2	4	1	0	1	0	1	1
18 "	...	...	...	2	1	3	1	0	1	2	5	7
19 "	...	...	...	...	...	...	...	...	...	0	2	2
20 "	0	1	1	...	...	...	...	...	...	...	...	...
Total by classes	21	15	36	5	9	14	3	4	7	2	8	10
Per cent. Leavings and Withdrawals on Enrollment			11.0			10.2			4.5			7.4

Table X (b)
High Schools of Commerce
Distribution of Leavings and Withdrawals
By Ages and Classes

SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years..........	...	...	...	...	...	...	...	...	...	...	...	...
12 "	...	...	...	...	...	...	...	...	...	...	...	...
13 "	1	1	2	...	...	...	...	...	...	...	...	...
14 "	4	8	12	1	0	1	...	...	...	...	...	...
15 "	3	7	10	3	1	4	0	1	1	...	...	...
16 "	4	5	9	3	4	7	2	2	4	...	...	...
17 "	2	0	2	4	1	5	1	2	3	...	...	...
18 "	...	...	...	3	0	3	2	1	3	...	...	...
19 "	...	...	...	...	...	...	...	...	...	1	3	4
20 "	...	...	...	...	...	...	...	...	...	...	...	...
Total by classes	14	21	35	14	6	20	5	6	11	1	3	4
Per cent. Leavings and Withdrawals on Enrollment..................			12.4			10.3			7.1			3.2

Table X (c)
Technical High Schools
Distribution of Leavings and Withdrawals
By Ages and Classes

FIRST SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years...........	...	...	...	...	...	...	...	...	...	...	...	...
12 "	0	1	1	...	...	...	...	...	...	...	...	...
13 "	6	1	7	...	...	...	...	...	...	...	...	...
14 "	22	17	39	...	...	...	...	...	...	...	...	...
15 "	34	9	43	5	3	8	...	...	...	...	...	...
16 "	18	6	24	14	2	16	2	2	4	1	0	1
17 "	7	1	8	5	2	7	7	3	10	3	0	3
18 "	0	3	3	4	1	5	2	0	2	3	2	5
19 "	2	0	2	...	...	...	...	...	...	1	2	3
20 "	...	...	...	...	...	...	...	...	...	3	1	4
Total by Classes	89	38	127	28	8	36	11	5	16	11	5	16
Per cent. Leavings and Withdrawals on Enrollment..................			14.4			8.1			6.6			7.5

Table X (c)

Technical High Schools

Distribution of Leavings and Withdrawals

By Ages and Classes

SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years...........	...	...	...	...	...	...	...	...	...	...	...	...
12 "	...	...	...	...	...	...	...	...	...	...	...	...
13 "	6	3	9	...	...	...	...	...	...	...	...	...
14 "	17	9	26	2	0	2	...	...	...	...	...	...
15 "	21	7	28	3	1	4	5	0		1	0	1
16 "	32	12	44	10	5	15	2	0	2	1	2	3
17 "	15	4	19	13	0	13	9	1	10	1	0	1
18 "	3	0	3	6	1	7	2	1	3	3	1	4
19 "	...	...	...	2	0	2	...	...	...	2	2	4
20 "	...	...	...	1	0	1	...	...	...	1	2	3
Total by Classes	91	35	129	37	7	44	18	2	20	9	7	16
Per cent. Leavings nd Withdrawals on Enrollment..................			15.1			9.7			7.3			6.1

Table XI

Academic High Schools

Distribution of Withdrawals by Classes, Ages, Causes

FIRST SEMESTER

CAUSES	D								C						B				A				TOTAL BY CAUSES		
	AGE								AGE						AGE				AGE						
	13-14		15		16		17-19		14-15		16		17-19		15-16		17-19		16-17		18-20				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Financial condition of home	1	3	1	1	1	0	....	....	....	....	.	....	1	1	1	0	0	3	....	....	0	1	5	9	14
Illness in family	2	3	0	6	1	1	....	....	0	2	0	3	....	....	0	1	0	1	....	....	0	1	3	18	21
Personal illness	5	2	1	11	2	1	1	4	1	6	1	5	0	2	3	2	2	13	0	2	3	6	19	54	73
Physical defects	....	....	....	....	....	....	.	....	0	2	0	2	....	....	....	.	....	....	....	....	....	..	0	4	4
Incapacity	0	2	1	1	....	....	....	....	....	....	....	.	....	....	....	....	....	....	....	....	....	....	1	3	4
Indifference	4	2	7	5	1	3	1	0	4	3	2	2	3	2	....	....	4	2	....	....	2	2	28	21	49
Failing in studies	3	1	4	1	1	0	2	0	1	0	1	0	3	1	1	0	3	0	.	.	....	....	19	3	22
Going to work (of desire)	4	2	16	3	15	2	3	1	7	2	12	1	8	1	6	1	14	1	4	1	6	1	95	16	111
Married	.	.	....	....	0	1	....	....	....	....	..	....	....	....	....	..	....	....	....	.	....	....	0	1	1
Death	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	0	1	..	....	0	1	1
Other causes	....	....	1	0	1	0	1	0	0	1	....	....	1	1	....	....	1	1	1	0	1	0	7	3	10
Total by ages	19	15	31	28	22	8	8	5	13	16	16	13	16	8	11	4	21	21	5	4	12	11	177	133	310
Total withdrawals by classes	Boys 80 Girls 56 Total 136								Boys 45 Girls 37 Total 82						Boys 35 Girls 25 Total 60				Boys 17 Girls 15 Total 32						

Table XI (a)

Academic High Schools

Distribution of Withdrawals by Classes, Ages, Causes

SECOND SEMESTER

CAUSES	D								C						B				A				TOTAL BY CAUSES		
	AGE								AGE						AGE				AGE						
	13-14		15		16		17-19		14-15		16		17-19		15-16		17-19		16-17		18-20				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Financial condition of home	2	4	1	1	....	....	....	....	0	1	0	1	2	0	1	2	4	1	1	1	....	....	11	11	22
Illness in family	1	4	....	....	2	4	....	....	1	2	0	1	0	1	0	2	0	1	....	....	....	....	4	15	19
Personal illness	6	17	2	8	0	4	1	6	0	8	4	7	0	0	9	4	2	14	1	3	2	3	27	60	107
Physical defects	....	....	....	....	1	1	....	....	0	2	....	....	....	....	....	....	....	....	....	....	1	0	2	3	5
Incapacity	1	1	....	....	0	1	1	0	....	....	1	0	1	0	0	2	2	0	....	....	....	....	6	4	10
Indifference	2	3	8	4	0	1	1	4	2	3	2	3	3	4	0	1	12	3	1	0	1	1	32	27	59
Failing in studies	2	0	1	0	1	1	2	0	0	1	....	....	....	....	2	0	5	1	....	....	0	2	13	5	18
Going to work (of desire)	7	1	13	5	10	2	5	5	11	1	7	1	10	2	2	2	7	5	4	0	4	2	80	26	106
Married	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Death	....	....	....	....	0	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	2	2
Other causes	....	....	....	....	....	....	0	1	1	1	0	2	....	....	1	0	....	....	....	....	1	1	3	5	8
Total by ages	21	30	25	18	14	16	10	16	15	19	14	15	16	13	15	13	32	25	7	4	9	9	178	178	356
Total withdrawals by classes	Boys 70			Girls 80			Total 150		Boys 45		Girls 47		Total 92		Boys 47		Girls 38 Total 85		Boys 16		Girls 13 Total 29				

Table XII

High School of Commerce

Distribution of Withdrawals by Classes, Ages, Causes

FIRST SEMESTER

CAUSES	D								C						B				A				TOTAL BY CAUSES		
	AGE								AGE						AGE				AGE						
	13-14		15		16		17-10		14-15		16		17-19		15-16		17 19		16-17		18-20				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Financial condition of home	....	....	....	....	1	0	....	....	0	2	....	....	....	....	....	....	....	....	....	....	....	....	1	2	3
Illness in family	0	3	1	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	3	4
Personal illness	0	1	0	1	0	2	0	1	....	....	....	....	1	2	0	3	....	....	....	....	....	....	1	10	11
Physical defects	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	...	....
Incapacity	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Indifference	1	0	....	....	....	....	1	0	0	1	....	....	....	....	0	1	1	0	....	....	0	1	3	3	6
Failing in studies	2	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	2	0	2
Going to work (of desire)	7	1	1	2	1	1	1	0	1	1	0	1	2	1	1	0	1	0	0	1	2	6	17	14	31
Married	....	....	....	....	....	...	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Death	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Other causes	....	....	....	....	....	....	....	....	....	....	...	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total by ages	10	5	2	3	2	3	2	1	1	4	0	1	3	3	1	4	2	0	0	1	2	7	25	33	57
Total withdrawals by classes	Boys 16 Girls 12 Total 28								Boys 4 Girls 8 Total 12						Boys 3 Girls 4 Total 7				Boys 2 Girls 8 Total 10						

Table XII (a)

High School of Commerce

Distribution of Withdrawals by Classes, Ages, Causes

SECOND SEMESTER

CAUSES	D								C						B				A				TOTAL BY CAUSES		
	AGE								AGE						AGE				AGE						
	13-14		15		16		17-19		14-15		16		17-19		15-16		17-19		16-17		18-20				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Financial condition of home	1	3	0	1	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	5	7
Illness in family	....	....	0	2	0	1	....	....	....	....	0	1	0	1	0	1	0	1	....	....	....	....	0	7	7
Personal illness	1	2	....	....	....	....	....	....	1	1	0	2	....	....	0	1	....	....	....	....	....	....	2	6	8
Physical defects	....	....	0	1	....	....	....	....	....	....	....	....	1	0	....	....	....	....	....	....	....	....	1	1	2
Incapacity	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	0	1	0	....	....	....	....	2	0	2
Indifference	0	1	....	....	0	1	1	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	2	3
Failing in studies	0	1	....	....	1	0	1	0	....	....	....	....	1	0	....	....	0	1	....	....	....	....	3	2	5
Going to work (of desire)	3	0	3	2	2	1	....	....	3	0	3	0	4	0	1	1	2	1	....	....	1	3	22	8	30
Married	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Death	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Other causes	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total by ages	5	7	3	6	4	4	2	0	4	1	3	3	6	1	2	3	3	3	....	....	1	3	33	31	64
Total withdrawals by classes	Boys 14 Girls 17 Total 31								Boys 13 Girls 5 Total 18						Boys 5 Girls 0 Total 11				Boys 1 Girls 3 Total 4						

TABLE XIII

Technical High Schools

Distribution of Withdrawals by Classes, Ages, Causes

FIRST SEMESTER

CAUSES	D								C						B				A				TOTAL BY CAUSES		
	AGE								AGE						AGE				AGE						
	13-14		15		16		17-19		14-15		16		17-19		15-16		17-19		16-17		18-20				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Financial condition of home	7	2	5	0	3	1	....	....	1	0	2	0	1	0	....	....	1	0	1	0	....	....	21	3	24
Illness in family	....	....	1	0	0	2	....	....	0	1	....	....	....	....	0	1	....	....	....	....	0	1	1	5	6
Personal illness	7	5	0	2	4	2	2	1	....	....	1	1	1	2	....	....	1	1	....	....	1	1	17	15	32
Physical defects	1	0	1	0	1	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	0	3
Incapacity	1	1	4	0	....	....	2	1	....	....	....	....	....	....	....	....	1	0	....	....	....	....	8	2	10
Indifference	4	3	8	3	5	0	2	0	1	0	3	1	5	0	1	0	1	0	....	....	1	2	31	9	40
Failing in studies	1	1	3	0	....	....	....	....	1	0	....	....	....	....	....	....	1	0	1	0	....	....	7	1	8
Going to work (of desire)	7	4	12	1	2	1	2	1	2	2	7	0	2	0	1	0	2	1	2	0	3	1	42	11	53
Married	....	....	....	....	....	....	0	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	1	1
Death	....	....	....	....	1	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	0	1
Other causes	....	....	2	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	0	2
Total by ages	28	16	36	6	16	6	8	4	5	3	13	2	9	2	2	1	7	2	4	0	5	5	133	47	180
Total withdrawals by classes	Boys 88 Girls 32 Total 120								Boys 27 Girls 7 Total 34						Boys 9 Girls 3 Total 12				Boys 9 Girls 5 Total 14						

Table XIII (a)

Technical High Schools

Distribution of Withdrawals by Classes, Ages, Causes

SECOND SEMESTER

CAUSES	D								C						B				A				TOTAL BY CAUSES		
	AGE								AGE						AGE				AGE						
	13-14		15		16		17-19		14-15		16		17-19		15-16		17-19		16-17		18-20				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Financial condition of home	0	3	....	....	2	0	1	2	....	....	1	1	2	0	....	....	1	1	....	....	....	....	7	7	14
Illness in family	2	0	1	1	0	1	0	1	1	0	....	....	....	....	1	0	....	....	....	....	....	....	5	3	8
Personal illness	6	3	4	1	5	3	3	0	....	....	0	2	3	0	3	0	3	1	0	1	1	3	28	14	42
Physical defects	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Incapacity	....	....	1	0	....	....	....	....	....	....	1	0	1	0	....	....	....	....	....	....	....	....	3	0	3
Indifference	3	2	4	1	10	4	4	1	1	1	2	0	8	0	2	0	2	0	....	....	0	1	36	10	46
Failing in studies	2	0	....	....	1	0	4	1	1	0	....	....	....	....	....	....	2	0	....	....	1	0	11	1	12
Going to work (of desire)	10	2	10	1	14	3	5	0	2	0	6	1	6	0	1	0	3	0	1	0	4	0	62	7	69
Married	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Death	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Other causes	0	1	....	....	0	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	2	2
Total by ages	23	11	20	4	32	12	17	5	6	1	10	4	20	0	7	0	11	2	1	1	6	4	152	44	196
Total withdrawals by classes	Boys 92 Girls 32 Total 124								Boys 35 Girls 5 Total 40						Boys 18 Girls 2 Total 20				Boys 7 Girls 5 Total 12						

Table XIV

All High Schools

*Distribution of Teachers

FIRST SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers	112.0	132.9	244.9	107.0	130.0	237.0
Special teachers	37.6	31.2	68.8	21.9	18.4	40.3
Music teachers	2.0	1.0	3.0	2.0	1.0	3.0
Drawing teachers	7.0	18.5	25.5	3.5	9.2	12.7
Manual training teachers	22.3	5.0	27.3	11.1	2.5	13.6
Physical training teachers	6.3	6.7	13.0	5.3	5.7	11.0
Total	149.6	164.1	313.7	128.9	148.4	277.3

* Principal to be excluded.

† To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡ In Board Rule Count, two teachers having all double class periods count as one teacher.

Average number of pupils per teacher (whole time) 23.6
Average number pupils per teacher (Board Rule Count) 26.7

SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers	117.0	142.7	259.7	103.5	139.5	243.0
Special teachers	39.5	32.1	71.6	23.8	18.9	42.7
Music teachers	2.9	1.2	4.1	2.9	1.2	4.1
Drawing teachers	8.0	19.2	27.2	4.0	9.5	13.5
Manual training teachers	22.3	5.0	27.3	11.6	2.5	14.1
Physical training teachers	6.3	6.7	13.0	5.3	5.7	11.0
Total	156.5	174.8	331.3	127.3	158.4	285.7

* Principal to be excluded.

† To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡ In Board Rule Count, two teachers having all double class periods count as one teacher.

Average number pupils per teacher (whole time) 23.2
Average number of pupils per teacher (Board Rule Count) 26.9

Table XIV (c)

Technical High Schools

*Distribution of Teachers

FIRST SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers	29.0	22.5	51.5	26.0	20.5	46.5
Special teachers	20.6	9.0	29.6	10.6	4.5	15.1
Music teachers	.6	.0	.6	.6	.0	.6
Drawing teachers	7.0	2.0	9.0	3.5	1.0	4.5
Manual training teachers	11.0	5.0	16.0	5.5	2.5	8.0
Physical training teachers	2.0	2.0	4.0	1.0	1.0	2.0
Total	49.6	31.5	81.1	36.6	25.0	61.6

* Principal to be excluded.

† To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡ In Board Rule Count, two teachers having all double class periods count as one teacher.

Average number pupils per teacher (whole time)	21.8
Average number pupils per teacher (Board Rule Count)	28.7

SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers	33.0	23.3	56.3	29.5	21.3	50.8
Special teachers	20.6	9.0	29.6	10.6	4.5	15.1
Music teachers	.6	.0	.6	.6	.0	.6
Drawing teachers	7.0	2.0	9.0	3.5	1.0	4.5
Manual training teachers	11.0	5.0	16.0	5.5	2.5	8.0
Physical training teachers	2.0	2.0	4.0	1.0	1.0	2.0
Total	53.6	32.3	85.9	40.1	25.8	65.9

* Principal to be excluded.

† To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡ In Board Rule Count, two teachers having all double class periods count as one teacher.

Average number pupils per teacher (whole time)	21.3
Average number pupils per teacher (Board Rule Count)	27.8

Table XV

Regular Elementary Schools for the Second Semester Ending June 20, 1913

Enrollment, Promotions, Non-Promotions, by Grades

	FIRST GRADE									SECOND GRADE									THIRD GRADE									FOURTH GRADE								
	Divisions						Total			Divisions						Total			Divisions						Total			Divisions						Total		
	B			A						B			A						B			A						B			A					
	B	G	T	B	G	T	Boys	Girls	Total	B	G	T	B	G	T	Boys	Girls	Total	B	G	T	B	G	T	Boys	Girls	Total	B	G	T	B	G	T	Boys	Girls	Total
Enrollment for term	2040	2298	4938	3754	3681	7435	6394	5979	12373	1904	1693	3657	2827	2705	5632	4791	4398	9189	2132	1848	3980	2727	2593	5320	4859	4441	0300	1978	1768	3736	2369	2528	4607	4347	4086	8433
In division first time	1645	1433	2078	3414	3430	6844	4959	4863	9322	1676	1413	2088	2636	2560	6196	4211	3973	6164	1680	1512	3192	2426	2354	4780	4106	3856	7072	1544	1394	2038	2063	2051	4114	3607	3445	7052
Previously in division	1095	805	1960	340	251	691	1435	1116	2551	339	260	669	191	145	336	580	425	1005	452	336	768	301	259	540	763	575	1328	434	364	798	306	277	583	740	641	1381
Leaving	112	83	195	106	124	230	218	207	425	04	56	120	68	71	137	130	127	257	89	66	156	82	67	140	171	133	304	66	50	116	69	60	120	135	110	245
Withdrawals	94	92	186	45	43	88	130	135	274	13	18	31	13	25	38	26	43	69	13	18	31	17	17	34	30	35	65	17	17	34	14	16	30	31	33	04
Enrollment at date this report	2434	2125	4557	3603	3514	7117	6037	5637	11674	1687	1610	3506	2748	2600	5357	4635	4228	6863	2030	1704	3794	2628	2500	5137	4658	4273	8931	1596	1601	3586	2286	2252	4538	4181	3943	8124
Per cent enrollment at date on enrollment for term	....	....	....	....	....	....	94.4	94.2	94.3	....	....	....	....	....	....	96.7	96.1	96.4	....	....	....	....	....	....	95 8	96.2	06.0	....	....	....	....	....	....	96.1	96 5	96.3
Promotions: One division only	1601	1518	3209	3112	3130	6242	4803	4648	9451	1530	1351	2881	2410	2313	4723	3940	3664	7604	1663	1402	3005	2262	2172	4454	3945	3574	7619	1505	1340	2651	1925	1846	3771	3430	3102	6622
Per cent on enrollment at date	....	....	....	....	....	....	79 5	82.4	80.9	....	....	....	....	....	....	65.0	86.6	85.7	....	....	....	....	....	....	84.6	63.6	84 1	....	....	....	....	....	....	82.0	80.9	81.5
Per cent on enrollment for term	....	....	....	....	....	....	75 1	77.7	78.3	....	....	....	....	....	....	82 2	83.3	82 7	....	....	....	....	....	....	81 1	80.4	80 8	....	....	....	....	....	....	78 0	78.1	76.5
Promotions. Two divisions	77	68	145	40	51	91	117	119	236	25	16	30	45	58	103	68	74	142	40	44	84	31	35	66	71	79	150	36	27	63	18	15	33	64	42	96
Per cent on enrollment at date	....	....	....	....	....	....	1.03	2.11	2 02	....	....	....	....	....	....	1.46	1 75	1.60	....	....	....	....	....	....	1.52	1 84	1 67	....	....	....	....	....	....	1 29	1.06	1 18
Non-Promotions	666	637	1203	451	383	784	1117	870	1987	334	252	686	293	238	631	627	490	1117	327	318	645	316	302	017	642	620	1263	354	318	672	343	301	734	697	709	1406
From in division first time	449	404	853	396	301	697	845	705	1550	271	218	459	260	226	495	540	444	984	265	270	544	283	279	662	548	656	1106	284	263	547	312	346	658	606	609	1205
From previously in division	217	133	350	65	32	87	272	165	437	63	34	97	24	12	36	87	46	133	62	30	101	32	23	65	94	62	156	70	55	125	31	45	76	101	100	201

	FIFTH GRADE									SIXTH GRADE									SEVENTH GRADE									EIGHTH GRADE									Total All Grades		
	Divisions						Total			Divisions						Total			Divisions						Total			Divisions						Total					
	B			A						B			A						B			A						B			A								
	B	G	T	B	G	T	Boys	Girls	Total	B	G	T	B	G	T	Boys	Girls	Total	B	G	T	B	G	T	Boys	Girls	Total	B	G	T	B	G	T	Boys	Girls	Total	B	G	T
Enrollment for term	1858	1946	3804	2236	2246	4482	4094	4192	8280	1535	1570	3105	1876	1802	3678	3411	3372	6783	1371	1350	2727	1375	1428	2503	2746	2784	5530	032	883	1815	1098	1164	2282	2030	2007	4097	32672	31319	63991
In division first time	1389	1430	2810	1962	1906	3958	3351	3426	6777	1088	1194	2282	1041	1613	3253	2729	2806	6535	1005	986	1991	1255	1324	2579	2260	2510	4570	724	745	1469	1043	1140	2183	1767	1885	3653	26990	26574	63504
Previously in division	460	516	985	274	250	524	743	700	1509	447	376	825	235	190	425	682	606	1248	366	370	736	120	104	224	486	474	960	208	138	346	55	44	99	263	182	445	5682	4745	10427
Leaving	43	42	05	63	45	108	106	57	103	24	35	60	33	30	63	57	65	122	23	21	44	20	25	45	43	46	89	18	10	28	6	6	12	24	16	40	884	701	1675
Withdrawals	35	25	58	40	31	71	76	54	129	66	43	109	75	62	137	141	105	246	76	51	127	59	56	115	135	107	242	50	32	82	27	24	51	77	56	133	054	568	1222
Enrollment at date this report	1780	1881	3661	2133	2170	4303	3013	4051	7904	1445	1492	2937	1769	1710	3478	3213	3202	0416	1272	1284	2556	1206	1347	2043	2568	2631	5199	864	041	1705	1065	1154	2210	1929	1095	3024	31134	29960	61094
Per cent enrollment at date on enrollment for term	....	....	....	....	....	....	05 5	96 6	96.1	....	....	....	....	....	....	94 1	94 9	94.5	....	....	....	....	....	....	93.6	04.5	94.0	....	....	....	....	....	....	95.0	96.5	95 8	05 2	05 6	95 4
Promotions. One division only	1388	1481	2869	1713	1823	3536	3101	3304	6405	1160	1189	2349	1482	1432	2014	2642	2621	5263	947	954	1901	1050	1173	2253	2027	2127	4104	630	719	1408	999	1107	2106	1685	1826	3514	25576	24056	50532
Per cent on enrollment at date	....	....	....	....	....	....	79.2	81 6	80 4	....	....	....	....	....	....	82 2	81.8	82.0	....	....	....	....	....	....	78 9	80.8	79.8	....	....	....	....	....	....	87.5	01 5	80.5	82.1	83.2	82 7
Per cent on enrollment for term	....	....	....	....	....	....	75.0	78 8	77 2	....	....	....	....	....	....	77.4	77.7	77.5	....	....	....	....	....	....	73 8	70.3	75.1	....	....	....	....	....	....	83.1	88 3	05.7	78.2	70.6	78.9
Promotions. Two divisions	10	8	18	28	23	51	38	31	69	16	18	34	51	30	61	47	48	95	13	14	27	14	19	33	27	33	60	44	26	70	22	10	41	60	45	111	488	471	959
Per cent on enrollment at date	....	....	....	....	....	....	07	.76	86	....	....	....	....	....	....	1.40	1 49	1.46	....	....	....	....	....	....	1.05	1.25	1 15	....	....	....	....	....	....	3.42	2 25	2.82	1.56	1 57	1.66
Non-Promotions	382	392	774	392	324	716	774	716	1490	200	265	554	255	248	605	524	633	1057	312	316	628	202	155	357	514	471	985	131	96	227	44	28	72	175	124	299	5070	4533	9603
From in division first time	310	316	626	345	280	634	655	605	1260	195	213	408	219	222	441	414	435	840	262	258	620	189	141	330	451	390	850	109	85	194	41	26	67	150	111	261	4199	3866	8065
From previously in division	72	76	148	47	35	82	110	111	230	74	72	146	36	26	63	110	98	205	60	58	108	13	14	27	63	72	135	22	11	33	3	2	5	25	13	38	871	667	1638

Table XVI

Enrollment Regular Elementary Schools by Semesters

FIRST SEMESTER

	Total All Grades		
	Boys	Girls	Total
Enrollment for Semester	32,281	31,105	63,386
In division first time	29,202	28,538	57,740
Previously in division	3,079	2,567	5,646
Leaving	692	708	1,400
Withdrawals	395	378	773
Enrollment at date this report	31,194	30,019	61,213
Promotions: One division only	24,722	24,619	49,341
Promotions: Two divisions	361	335	696
Non-promotions	6,111	5,065	11,176

SECOND SEMESTER

	Total All Grades		
	Boys	Girls	Total
Enrollment for Semester	32,672	31,319	63,991
In division first time	26,990	26,574	53,564
Previously in division	5,682	4,745	10,427
Leaving	884	791	1,675
Withdrawals	654	568	1,222
Enrollment at date this report	31,134	29,960	61,094
Promotions: One division only	25,576	24,956	50,532
Promotions: Two divisions	488	471	959
Non-Promotions	5,070	4,533	9,603

Table XVII (a)

School Year 1912-1913

Regular Elementary School

Withdrawals by Grades

FIRST SEMESTER

	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Withdrawals...........	192	35	28	48	70	160	170	70	773
Enrollment............	12927	9346	9031	8428	7858	6713	5260	3823	63386
Per cent withdrawals each grade..........	1.48	.37	.31	.56	.89	2.38	3.23	1.83	1.21

SECOND SEMESTER

	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Withdrawals...........	274	69	65	64	129	246	242	133	1222
Enrollment............	12373	9189	9300	8433	8286	6783	5530	4097	63991
Per cent withdrawals each grade..........	2.21	.75	.69	.75	1.55	3.62	4.37	3.24	1.92

TABLE XVII

Distribution of Enrollment at Date this Report by Ages and Grades (Second Semester, 1913)

GRADES

AGE	First			Second			Third			Fourth			Fifth			Sixth			Seventh			Eighth			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6 Years	3220	3054	6280	30	43	73																			3256	3097	6353
7 "	2112	1992	4104	1780	1714	3494	75	93	168	3	2	5													3970	3801	7771
8 "	519	414	933	1804	1696	3500	1528	1571	3099	155	185	340	9	9	18										4015	3875	7890
9 "	105	97	203	657	510	1167	1609	1511	3120	1188	1182	2370	199	240	439	8	6	14							3707	3546	7313
10 "	44	44	88	213	150	363	804	643	1447	1257	1248	2505	931	1081	2012	167	206	373	5	11	16				3421	3383	6804
11 "	11	17	28	77	62	139	333	233	566	758	697	1455	1097	1265	2362	766	878	1644	191	198	389	10	3	13	3243	3353	6596
12 "	9	4	13	43	29	72	160	118	267	416	348	764	784	738	1522	987	1058	2045	589	751	1340	161	193	354	3158	3239	6397
13 "	5	10	15	21	14	35	76	58	134	256	178	434	495	378	873	797	713	1510	896	948	1844	495	583	1070	3042	2882	5924
14 "	1	4	5	7	7	14	44	32	76	113	68	181	255	226	481	363	259	622	610	527	1140	759	736	1495	2072	1859	3931
15 "	4	1	5	3	2	5	17	12	29	31	27	58	104	90	194	103	70	173	229	158	387	448	350	798	939	710	1649
16 "				0	1	1	3	2	5	4	8	12	34	18	52	22	11	33	35	36	71	119	118	237	217	194	411
17 "													4	6	10	0	1	1	2	2	4	22	9	31	28	18	46
18 "													1	0	1				1	0	1	2	3	5	4	3	7
19 "																			1	0	1	1	0	1	2	0	2
20 "																											
Total by grades	6037	5637	11674	4035	4228	8863	4058	4273	8931	4181	3943	8124	3913	4051	7964	3213	3202	6415	2568	2631	5199	1929	1995	3924	31134	29960	61094
Below normal age				30	43	73	75	93	168	158	187	345	208	249	457	175	212	387	196	209	405	171	196	367	1013	1189	2202
Normal age	5338	5046	10384	3584	3410	6994	3137	3082	6219	2445	2430	4875	2028	2346	4374	1753	1936	3689	1485	1699	3184	1166	1319	2485	20936	21268	42204
Above normal age	699	591	1290	1021	775	1796	1446	1098	2544	1578	1326	2904	1677	1456	3133	1285	1054	2339	857	723	1610	592	480	1072	9185	7503	16688

TABLE XVIII

Distribution of Leavings and Withdrawals by Ages and Grades (Second Semester, 1913)

GRADES

AGE	First			Second			Third			Fourth			Fifth			Sixth			Seventh			Eighth			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6 Years	229	212	441	0	4	4	....	....	..	...	...	..	..	....	...	...	...	....	....	....	..	...	..		229	216	445
7 "	94	90	184	50	58	108	2	4	6	...	....	..	.	....		....	....	....	...	....	..	...			146	152	298
8 "	22	27	49	53	55	108	49	48	97	3	1	4	..	..	...	.	...	....	..	....	....	...	...	.	127	131	258
9 "	2	3	5	30	30	60	60	47	107	24	20	44	4	6	10	...	.	....	....	..	.	...	...	..	120	106	226
10 "	5	6	11	11	12	23	34	29	63	34	31	65	24	24	48	2	5	7	..	..	.	....	..	..	110	107	217
11 "	2	1	3	4	6	10	23	14	37	28	27	55	37	24	61	16	13	29	3	6	9	1	1	2	114	92	206
12 "	1	2	3	3	3	6	21	18	39	26	24	50	29	25	54	28	23	51	14	17	31	4	2	6	126	114	240
13 "	2	0	2	4	0	4	8	4	12	23	20	43	28	20	48	23	33	56	27	24	51	5	10	15	120	111	231
14 "	0	1	1	0	1	1	2	0	2	13	11	24	20	16	36	76	63	139	58	64	122	27	28	55	196	184	380
15 "	....	....	..	....	...	....	0	4	4	5	4	9	18	13	31	39	24	63	59	26	85	31	19	50	152	90	242
16 "	...	....	....	1	0	1	2	0	2	10	5	15	21	13	34	14	8	22	17	13	30	31	10	41	96	49	145
17 "	....	....	....	0	1	1	..	....	....	..	..	...	..	....	...	0	1	1	0	1	1	2	2	4	2	5	7
18 "	....	....	....	....	....	....	....	....	...	...	.	..	...	..	.	....	..	....	0	2	2	....	..		0	2	2
19 "	...	....	....	....	....	....	....	....	....	..	..	...	...	..	..	..	....	....	.	...	...	....	.	..	..	....	
20 "	...	...	....	....	...	...	....	....	....	...	..	.	....	....	...	...	....	....	..	...	...	....	...	.	..	..	.
Total by grades	357	342	699	156	170	326	201	168	369	166	143	309	181	141	322	198	170	368	178	153	331	101	72	173	1538	1359	2897
Below normal age	.	...	...	0	4	4	2	4	6	3	1	4	4	6	10	2	5	7	3	6	9	5	3	8	19	29	48
Normal age	323	302	625	103	113	216	109	95	204	58	51	109	61	48	109	44	36	80	41	41	82	32	38	70	771	724	1495
Above normal age	34	40	74	53	53	106	90	69	159	105	91	196	116	87	203	152	129	281	134	106	240	64	31	95	748	606	1354

Table XIX

Non-Promotions, by Grades and Causes (Second Semester, 1913)

	FIRST GRADE									SECOND GRADE									THIRD GRADE									FOURTH GRADE								
	B			A			Total			B			A			Total			B			A			Total			B			A			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Irregular attendance	160	172	352	82	83	165	262	255	617	43	51	94	34	33	67	77	84	161	45	34	79	44	38	82	89	72	161	43	42	85	46	63	109	89	105	194
Physical defects	21	11	32	23	13	36	44	24	68	10	7	17	10	13	23	20	20	46	6	4	13	7	8	15	16	12	28	8	6	13	6	5	10	13	10	23
Personal illness	66	84	169	76	66	144	163	150	313	26	22	46	32	26	58	68	46	166	14	26	40	12	25	37	26	51	77	14	24	38	21	22	43	35	46	81
Incapacity (mental)	338	244	662	226	148	374	664	392	956	209	153	362	168	138	306	377	291	668	205	237	442	189	210	399	394	447	841	204	214	418	210	254	464	414	470	884
Indifference	33	24	57	41	22	63	74	46	120	46	19	65	40	28	77	95	47	142	54	17	71	63	21	84	117	36	165	85	33	118	61	47	108	146	60	226
Other causes	9	2	11	1	1	2	16	3	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

	FIFTH GRADE									SIXTH GRADE									SEVENTH GRADE									EIGHTH GRADE								
	B			A			Total			B			A			Total			B			A			Total			B			A			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Irregular attendance	27	67	94	37	51	88	64	108	172	22	49	71	27	48	75	49	97	146	30	38	68	16	16	32	46	64	100	11	12	23	2	3	5	13	15	28
Physical defects	7	4	11	6	9	15	13	13	26	2	7	9	5	6	10	7	13	19	7	5	12	1	2	3	8	7	16	2	1	3	1	2	3	3	3	6
Personal illness	11	10	60	24	36	54	36	49	84	14	19	33	6	11	16	10	30	49	17	21	38	6	6	11	22	27	49	2	6	6	3	3	6	6	9	14
Incapacity (mental)	214	275	489	213	208	421	427	483	910	127	169	296	146	153	299	273	321	694	141	207	348	91	96	187	232	303	635	61	64	125	22	11	33	83	75	158
Indifference	123	35	158	112	24	136	235	59	264	103	40	143	72	32	104	176	72	247	116	43	159	89	35	124	205	78	283	55	13	68	16	0	26	71	22	93
Other causes	0	2	2	0	2	2	0	4	4	1	1	2	...	...	...	1	1	2	1	2	3	...	...	..	1	2	3	...	...	...	...	...	...	...	...	...

Table XX

Failures, by Studies and Grades (Second Semester, 1913)

	FIRST GRADE									SECOND GRADE									THIRD GRADE									FOURTH GRADE								
	B			A			Total			B			A			Total			B			A			Total			B			A			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Reading	662	621	1183	452	344	796	1114	865	1979	333	238	571	276	215	485	603	453	1056	168	116	274	149	113	262	367	229	636	146	79	219	127	82	209	267	161	428
Spelling	18	12	36	10	8	18	28	26	48	43	29	72	33	24	67	76	63	129	46	35	81	45	35	83	94	76	164	107	66	167	91	73	163	198	122	326
Language	29	18	47	5	2	7	34	20	54	14	16	30	10	9	19	24	25	49	13	8	21	18	14	32	31	22	63	169	120	289	168	148	316	337	268	605
Grammar	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arithmetic	41	25	66	13	16	23	54	36	89	61	50	111	62	69	121	123	109	232	293	301	594	291	294	585	584	595	1179	334	311	645	322	386	768	656	697	1353
History	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	6	1	...	...	...	1	0	1	3	6	8	6	1	1	3	6	9
Geography	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	6	1	...	...	...	1	0	1	44	41	85	43	61	104	87	102	189

	FIFTH GRADE									SIXTH GRADE									SEVENTH GRADE									EIGHTH GRADE									Grand Total		
	B			A			Total			B			A			Total			B			A			Total			B			A			Total					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Reading	86	45	131	78	27	105	164	72	236	68	31	89	43	16	69	101	47	148	37	22	59	16	6	23	53	28	81	7	2	9	4	2	6	11	4	15	2626	1659	4470
Spelling	84	45	129	82	37	119	166	82	248	68	30	98	42	13	55	116	43	153	36	11	47	20	5	25	56	16	72	6	6	11	4	1	5	9	7	16	737	413	1156
Language	213	130	343	268	108	316	421	238	659	141	103	244	141	76	216	282	178	460	4	1	6	3	1	4	7	2	9	...	...	...	...	...	...	...	...	...	1136	753	1889
Grammar	3	1	4	3	6	6	6	7	13	30	26	56	21	11	32	61	37	88	224	170	394	155	72	227	379	242	621	126	68	188	46	28	74	166	96	262	602	382	984
Arithmetic	376	393	763	388	331	719	768	724	1482	258	269	527	258	258	616	516	627	1043	284	304	588	159	138	297	443	442	885	85	77	162	29	26	65	114	163	217	3248	3233	6456
History	3	3	6	5	1	6	8	4	12	5	10	15	4	3	7	13	13	25	157	182	339	115	106	221	272	288	560	79	76	155	21	26	47	100	162	262	396	413	809
Geography	225	236	461	211	184	395	436	420	856	119	132	251	167	118	225	226	256	476	95	103	197	66	60	122	161	158	319	44	26	76	4	5	9	48	31	79	959	961	1926

Table XXI

Distribution of Withdrawals by Ages and Causes (Second Semester, 1913)

CAUSES	AGES 6		7		8		9		10		11		12		13		14		15		16		17		18		Total by Causes		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Financial condition of home	5	1	0	1	1	0	1	0	0	1	1	0	..	.	0	4	0	11	4	5	2	4	...	...	...	...	20	27	47
Illness in family	1	1	1	3	1	2	2	3	1	0	...	...	0	5	1	5	1	14	1	6	0	5	0	1	...	...	9	45	54
Personal illness	81	87	24	29	12	18	5	13	0	13	13	20	10	15	12	12	13	22	7	0	2	0	0	1	...	. .	188	245	433
Physical defects	1	0	1	1	...	. .	...	...	0	2	...	...	0	1	...	..	...	.	...		. .	.	...		0	1	2	5	7
Incapacity (mental)	1	1	1	0	..	...	0	1	1	0	...	...	..	. .	0	2	2	2	3	1	2	2	...	...	0	1	10	10	20
Indifference	4	2	1	0	..	...	..	...	...	...	...	...	...	...	1	1	4	3	5	4	0	2	0	1	.	. .	15	13	28
Failing promotion	..	.	...	...	...	.	...	..	.	.	...	...	...	...	...		.	.	4	0	2	2		...	.	. .	6	2	8
Left city	8	6	3	0	9	6	10	7	3	6	11	1	0	5	23	0	11	14	7	10	5	5	...		.	..	90	78	177
Go to work		.	. .	..	.	. .	...	...	0	1	..	. .	0	1	3	0	111	72	103	28	74	21	1	1	. .	...	292	124	416
Death	0	1	0	1	1	3	3	0	..		2	0	1	0	1	1	1	1	. .	..	.	.	...	...	..	.	9	7	16
Other causes	2	4	0	1	1	1	. .	..	.	...	0	1	...	...	0	2	1	2	0	1	.	.	...		...	.	4	12	16
Total by ages	103	103	31	45	25	30	21	24	14	23	27	22	20	27	41	36	150	141	134	64	57	47	1	4	0	2	654	568	1222

PART III

Movements and Developments of Last Decade

(Statistically Represented)

Cost of Instruction in System as a Whole

Table XXII

Shows cost of instruction—that is, amount paid for salaries of supervisors, principals and teachers in all schools and in each type of school for the years 1904-1913, the per cent of increase of each year over the preceding year, and the per cent of increase of 1913 over 1904

	1903-1904		1904-1905		1905-1906		1906-1907		1907-1908		1908-1909		1909-1910		1910-1911		1911-1912		1912-1913		
	Total for Instruction	Per Cent of Total to Each School	Total for Instruction	Per Cent of Total to each School	Total for Instruction	Per Cent of Total to Each School	Total for Instruction	Per Cent of Total to Each School	Total for Instruction	Per Cent of Total to Each School	Total for Instruction	Per Cent of Total to Each School	Total for Instruction	Per Cent of Total to Each School	Total for Instruction	Per Cent of Total to Each School	Total for Instruction	Per Cent of Total to Each School	Total for Instruction	Per Cent of Total to Each School	Per Cent of Increase 1913 over 1904
Total Cost of Instruction	$1,294,676.22		$1,360,400 80		$1,463,904 81		$1,582,773 56		$1,662,678 03		$1,790,016.86		‡ $1,919,209 59		$2,184,212 74		$		$2,353,210 94		
Office Supervision	37,583.55	2.92	42,008 84	3 15	45,829.85	3 13	50,200.06	3.17	49,249 68	2.96	52,599.76	2 92	52,535 48	2 73	45,644.03	2 89	49,046 35		61,377 42		69 93
Superintendent	5,000 00		5,000.00		7,520.12		5,650 45		6,000 00		6,000.00		6,000.00		6,000.00		6,000 00		6,000.00		
Assistant Superintendents	5,500.00		5,750.00		5,659 97		5,750.00		6,000.00		10,000.00		9,999.84		10,008.59		8,999 92		10,402 50		
General Supervision	8,100.00		8,100.00		8,100 00		8,500.00		8,500.09		8,700 00		6,145 46		4,199.76		5,909 74		11,444 90		
Kindergarten Supervision	1,399 92		1,399.92		1,399 92		1,399.92		1,500 00		1,500.00		(h) 2,499 84		2,187.36		2,498 94				
German Supervision	2,500.00		2,500.00		2,600 00		2,500.00		2,500 00		2,600.00		1,099 92		1,999 99		2,099 88		2,209.00		
Penmanship Supervision	2,209.00		2,200 00		3,050 00		4,290 00		4,300.00		4,300 00		4,116 28		4,216 28		1,967.60		5,550.05		
Music Supervision	2,700.00		2,890.00		2,800 00		2,800.00		4,100.00		4,100.00	–	5,059 68		4,263.08		4,566 37		4,534 31		
Drawing Supervision	2,200.90		2,200.00		2,200 00		5,890.00		5,500.90		5,800 00		6,019 68		5,399 44		6,785 42		7,225.13		
(i) Manual Training Supervision			5,036 06		4,299 84		4,099 69		4,609.68		4,799.76		1,799 70		4,849.68		1,810 60		3,700.06		
Domestic Science Supervision																			1,999 92		
Physical Training Supervision	4,109.09		8,400.00		8,300 00		9,500.00		6,150.00		4,900.00		5,295 00		1,999.92		2,099 88		3,400.04		
Summer School Supervision																			860.53		
Blind Supervision																			999 90		
Normal School	(a) 14,400.00	1 11	(a) 15,000.00	1 11	(a) 15,600 00	1.00	(a) 15,742 10	.99	(a) 16,790 00	1.09	(a) 15,430 86	.85	(a) 18,470 00	96	(a) 23,595 78	1 08	22,986 60		21,217.71		47 34
High Schools	(b) 218,416 47	16 87	(b) 236,015 60	17 47	(b) 276,443 20	18.88	(b) 287,401 52	18 16	(b) 305,666 18	18 38	(b) 359,067 00	19 05	(b) 397,360 45	20.70	(b) 420,188 48	19 05	448,353 49		520,798 02		138 44
Academic High School	218,416 47	16 87	236,015.60	17 47	276,443.20	18 88	287,401.52	18 15	302,666.18	18 20	304,090 54	16 89	288,103.72	15 01	298,450.43	11 80	283,242.95		331,847 02		51 93
Regular Instruction	193,035 32	14 91	206,930.29	15 27	241,272 24	16 48	248,914.77	15.72	262,125 50	15 76	262,517.74	14 58	247,355.72	12 88	257,889.25	13.66	239,816 09		252,691 76		46 44
Special Instruction	25,381 15	1 96	29,085 31	2 19	35,170.00	2.40	38,486.75	2 43	40,549.68	2 43	41,572 80	2 31	40,748 00	2 12	40,570.18	1.85	13,396 86		49,155 26		93 68
Music	1,600.00		1,600.00		1,700 00		1,890.09		2,009.00		2,700 00		3,200 00		3,352.50		3,173 35		3,377.94		
Drawing	7,700.00		7,200 00		8,000.00		8,900.00		7,500.09		19,700 00		12,168 00		10,948.55		11,709 95		17,626.92		
Manual Training	11,381 15		15,248.35		18,120 90		20,436.75		22,890.68		20,272 80		17,200.00		17,101.88		19,106 83		19,109 44		
Physical Training	4,183 63		5,636 96		7,350 00		7,350.00		7,550.00		7,900 00		8,180 00		9,077.25		9,007 63		9,040.90		
East Technical High School									3,009.00		(g) 53,209.32		* 71,669 00		81,601 69		91,734 93		91,436 47		
West Technical High School																	18,619 55		38,853.96		
West High School of Commerce											1,767 74		** 37,087 13		40,136 46		45,449 97		48,677 96		
East High School of Commerce																	9,306.41		9,980 61		
Elementary Schools	(c) 975,015.79	75 31	(c) 1,004,104 70	74 35	(c) 1,065,354.18	72 77	(c) 1,152,584 48	72 82	(c) 1,208,266.99	72 66	(c) 1,273,144 36	70.74	1,344,926 17	70.07	(c) 1,502,000 98	68 72	1,482,840 44		1,574,561.30		61 49
Regular Elementary Schools	(d) 963,221 38	74 40	(d) 991,968 86	73 45	(d) 1,049,276.31	71 67	(d) 1,131,183 11	71 46	(d) 1,184,313 26	71 22	(d) 1,245,217.32	69 19	1,298,977 60	67 68	1,452,197 78	66 48	1,412,087 27		1,490,613 23		54 75
Regular Instruction	951,830 73	73 75	984,284 47	72 88	1,040,445 82	71.07	1,121,067 61	70 82	1,172,034 47	70 49	1,228,980 12	68 29	1,207,199 71	62 90	1,351,414 18	61 87	1,301,511 74		(j) 1,372,155 74		42 94
Special Instruction	(e) 8,381.65	.64	(e) 7,684 39	56	(e) 8,830 49	60	(e) 10,115.50	63	(e) 12,270 78	73	(e) 16,237 20	90	91,777 69	4 73	100,783 68	4.61	110,575 53		118,457 49		
German													71,583 44		73,516 13		78,683.33		82,274 48		
(i) Manual Training	8,381.65		7,681 39		8,830.49		10,115.60		12,278 79		16,237 20		20,194 45		27,267 47		31,892 20		21,036 48		
Domestic Science																			14,146 53		
Special Elementary Schools	11,794 41	91	12,135 84	89	19,077 87	1.30	21,491 37	1.35	23,953.73	1 44	27,927.04	1 55	45,048 57	2 39	49,803.20	2 28	70,753 17		83,948.07		609 30
Continuation Schools															655.62		10,781.38		13,329.44		
School for Deaf	6,689 93		6,595.98		5,470 02		7,096.53		7,410 31		8,696.81		9,954 39		10,134 50		10,581 97		11,109.07		
Open Air School															178 94		3,100 00		2,035.59		
School for Blind													824 25		2,077 23		1,976 08		1,776.96		
Epileptic School															701.11		800 00		800.00		
Boys' School	5,104 48		3,958 64		4,419.50		5,670.22		6,016 11		8,751 92		9,040.90		10,920.56		10,728 13		12,410.17		
Foreign Schools			1,551.22		6,179 35		8,625.62		9,488.00		9,928 31		10,622 41		11,734 56		4,429 96		9,484 92		
Defective Schools																	14,511 52		15,094 73		
Preventorium																			380.25		
Elementary Industrial													6,631 24		7,966 81		8,797.10		9,661.30		
Backward Schools													8,224 64		2,500.00		1,600.02		2,477.64		
School for Cripples									409 22		550.90		650 65		2,840 87		4,049 03		4,729.57		
Tuberculosis Tent Colony																			758 43		
Kindergarten	38,066.07	2.94	39,779 40	2 94	44,041 32	3 06	54,040 61	3 41	53,098.85	3.18	63,511.96	3 54	69,808 22	3 62	81,037.21	3.79	87,705 21		96,453 88		153 37
Evening Schools	8,862.74	.68	10,025 00	74	11,077.00	.75	15,362.50	97	19,755 99	1 18	23,828 75	1 32	† 27,092 50	1 40	33,585 50	1 53	36,351 50		38,729.75		336 99
Evening High School	2,392 24		2,033.90		3,745 90		5,672 50		7,596.00		10,884 75		** 13,617 00		14,464 00		16,731 00		10,721.00		
Evening Elementary School	6,479.50		6,992.00		7,332 00		9,690 00		12,240.00		12,944 00		13,475 50		19,121 50		19,620 50		19,008 75		
Summer Schools	1,930.00	.14	2,936 26	21	4,659 26	.31	7,442 29	47	10,031 33	.60	11,726 57	65	9,226 79	47	72,160 76	3 30	40,497 03		37,072.86		
Summer Academic High School	800.00		800.00		1,650.00		1,045 00		1,050.09		1,050.00		1,098 75		8,632 32		2,619 78		7,263.49		
H. S. Commerce															9,442.27		9,323 34		7,198 41		
Summer Technical High															15,525 01		9,542.37		10,996 84		
Summer Elementary School	285.00		1,158 76		1,316 13		4,576 40		7,191 26		8,211 17		6,929 39		31,400 13		19,012 04		11,615 12		
Grammar School			450.09		600.00		2,948 75		4,629 80		5,080.00		4,338 75		30,703 48				10,193.63		
Primary School	285 00		427 60		123 63		1,027 65		1,818 96		2,088 67		2,114 39								
Foreign School																			1,067 81		
Boys' School					150.00		150 00		150.00		150 00		187 50		696 65		258.33		218 94		
Manual Training School			281 25		442 50		450.00		592.50		892.50		288.75								
Tuberculosis Tent Colony																			134 74		
Summer Evening Schools																			903 00		
Kindergarten	425 00		657 61		853 13		960 89		950 07		1,087 15		996 32								

(a) Exclusive of training facilities but inclusive of salary of principal.
(b) Includes salary of principals.
(c) Includes salary of principals
(d) Includes cost of German instruction and of instruction in backward schools.
(e) Exclusive of German
(f) Exclusive of financial aid of Day Nursery and Free Kindergarten Association, but includes expense of Summer Kindergarten.
(g) Exclusive of Summer School.
(h) Also first Primary.
(i) Included Domestic Science until 1912-1913
(j) Includes cost Elementary Physical Training.
* Exclusive of Summer Term, $11,680 20.
** Exclusive of Summer Term, $5,470.12.
† Exclusive of Summer Elementary Night School, $1,140.
‡ Exclusive of cost of Technical High and High School of Commerce Summer Term and also cost Summer Elementary Night School, $18,290 32.

Table XXIII

Enrollment in System as a Whole

Shows enrollment in all schools and in each type of school for the years 1904-1913, the per cent of the enrollment in all schools in each type of school, also the per cent of increase in 1913 over 1904.

	1903-1904		1904-1905		1905-1906		1906-1907		1907-1908		1908-1909		1909-1910		1910-1911		1911-1912		1912-1913		
	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Total Enrollment	Per cent of Total Enrollment in Each School	Per cent of Increase 1912-1913 Over 1903-1904
Enrollment all Schools	66,400	......	60,664	......	73,608	......	77,255	......	77,850	......	84,227	......	*85,543	......	** 97,813	63.77	......	......	106,352	......	......
Normal School	312	.46	272	.39	215	.29	194	.25	184	.23	216	.25	205	.23	174	.17	180	......	214	......	† 31.41
High Schools	4,124	6.20	4,480	6.43	4,038	6.76	5,059	6.54	4,989	6.24	5,516	6.54	5,996	7.00	7,123	7.28	7,858	......	†† 7,578	......	104 19
Academic High Schools	4,124	......	4,480	......	4,983	......	5,059	......	4,989	......	4,787	......	4,436	......	5,293	......	5,326	......	5,511	......	......
East Technical High School	......	......	......	......	......	......	......	......	......	......	729	......	*† 1,103	......	1,366	......	1,458	......	1,406	......	......
West Technical High School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	322	......	569	......	......
West High School of Commerce	......	......	......	......	......	......	......	......	......	......	......	......	458	......	464	......	605	......	608	......	......
East High School of Commerce	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	147	......	147	......	......
Elementary Schools	55,627	83.69	56,981	81.70	59,496	80.82	59,824	77.43	60,062	75.21	60,197	71.46	63,164	73.83	60,153	......	63,409	......	71,394	......	28.34
Regular Elementary Schools	55,430	83.40	56,718	81 41	59,072	80.25	59,204	76.75	58,967	73.84	59,285	70.38	61,668	72.09	59,130	......	60,255	......	67,719	......	22.17
Special Elementary Schools	107	.29	263	.37	424	.57	530	.68	1,095	1.37	912	1.08	1,496	1.74	1,014	......	3,154	......	3,675	......	......
Deaf School	44	......	43	......	50	......	02	......	76	......	79	......	97	......	87	......	91	......	105	......	......
Epileptic School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	12	......	10	......	10	......	......
School for Blind	......	......	......	......	......	......	......	......	......	......	......	......	12	......	16	......	18	......	23	......	......
Boys' School	153	......	162	......	235	......	318	......	780	......	614	......	657	......	168	......	*** 426	......	*** 777	......	......
Defective Schools	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	275	......	270	......	......
Elementary Industrial	......	......	......	......	......	......	......	......	......	......	......	......	152	......	160	......	167	......	197	......	......
Continuation (1910-11)	......	......	......	......	......	......	......	......	......	......	......	......	......	......	162	......	1,738	......	1,536	......	......
Foreign Schools	......	......	¶ 58	......	130	......	150	......	213	......	210	......	237	......	234	......	201	......	420	......	......
Backward Schools	......	......	......	......	......	......	......	......	......	......	......	......	328	......	97	......	54	......	94	......	......
Open Air School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	30	......	113	......	124	......	......
School for Cripples	......	......	......	......	......	......	......	......	6	......	9	......	13	......	48	......	61	......	83	......	......
Tuberculosis Tent Colony	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	27	......	......
Kindergartens	2,336	3.51	2,409	3.45	2,656	3.60	3,240	4.19	3,605	4 51	4,035	5.85	5,537	6.47	4,279	......	5,163	......	6,362	......	172.34
Evening Schools	2,354	3.54	3,622	5.10	4,265	5.70	5,206	6.85	6,668	8.35	6,922	8.21	*‡ 6,673	7.80	7,668	......	10,238	......	9,452	......	314 27
Evening High Schools	275	......	533	......	544	......	896	......	1,228	......	1,801	......	2,065	......	2,261	......	2,801	......	3,050	......	......
Evening Elementary School	2,079	......	3,080	......	3,721	......	4,400	......	5,440	......	5,031	......	*‡ 4,608	......	5,407	......	7,347	......	6,402	......	......
Summer Schools	1,707	2 50	1,000	2.72	1,993	2.70	3,642	4.71	4,342	5.43	6,441	7.61	3,068	4 63	18,416	......	4,428	......	11,352	......	......
Summer Academic School	207	......	247	......	278	......	303	......	252	......	216	......	258	......	463	......	368	......	630	......	......
High School fo Commerce	......	......	......	......	......	......	......	......	......	......	......	......	......	......	300	......	375	......	337	......	......
Technical High	......	......	......	......	......	......	......	......	......	......	......	......	......	......	516	......	392	......	429	......	......
Elementary School	......	......	1,008	......	540	......	1,812	......	2,453	......	2,785	......	2,431	......	4,219	......	2,988	......	2,060	......	......
Grammar School	......	......	228	......	‡‡ 240	......	856	......	925	......	1,095	......	1,027	......	2,328	......	......	......	1,643	......	......
Primary School	‡ 800	......	‡ 780	......	‡‡ 300	......	568	......	1,058	......	1,178	......	1,113	......	1,859	......	......	......	......	......	......
Foreign Schools	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	278	......	......
Manual Training School	......	......	......	......	......	......	200	......	335	......	431	......	131	......	......	......	......	......	......	......	......
Boys' School	......	......	......	......	......	......	168	......	135	......	81	......	140	......	32	......	142	......	111	......	......
Tuberculosis Tent Colony	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	28	......	......
Kindergarten	......	......	......	......	‡‡ 375	......	437	......	395	......	523	......	536	......	......	......	......	......	......	......	......
Playgrounds	700	......	645	......	‡‡ 800	......	1,090	......	1,242	......	2,917	......	743	......	12,016	......	......	......	7,534	......	......
Summer Evening Schools	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	163	......	640	......	......

‡ Includes Kindergarten also.
‡‡ Taken from Plain Dealer.
¶ For part year only.
*† Exclusive of Summer Enrollment—458.
*** Includes Detention.

* Exclusive of Technical High and High School of Commerce Summer Enrollment and Enrollment of Summer Elementary Night School—1,313.
† Decrease.
** Includes Summer Schools and Playgrounds—18,416.
*‡ Exclusive of Summer Elementary Night School—627.
† Total High School Enrollment 8,421 less 843 counted twice.

Teachers in System as a Whole

Table XXIV

Shows number of supervisors, principals and teachers in all schools and in each type of school for the years 1904-1913, the per cent of increase each year over the preceding year and the per cent of increase of 1913 over 1904

	1903-1904		1904-1905		1905-1906		1906-1907		1907-1908		1908-1909		1909-1910		1910-1911		1911-1912		1912-1913		
	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Whole Number of Teachers	Per Cent of Total to Each Activity	Per Cent of Increase 1913 Over 1904
Total Number Supervisors, Principals and Teachers	1640.45	......	1744.60	......	1894 97	......	2000.12	......	2120.30	......	2278.5	......	‡2307.0	......	2932.8	......	......	......	2800.6	......	......
Office Supervision	18.0	1 0	21.0	1.20	22.0	1.16	26.0	1.3	26.0	1 22	27.5	1 2	27.5	1.19	26.6	.90	......	......	34 3	......	......
Superintendent	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	......
Assistant Superintendents	2.0	......	2.0	......	2.0	......	2.0	......	2.0	......	3.0	......	3.0	......	3.0	......	2.0	......	4 0	......	......
Assistant Superintendent in Charge of Medical Inspection	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	......
General Supervisors	4 0	......	4 0	......	4.0	......	4.0	......	4.0	......	4 0	......	3.0	......	4 0	......	4.0	......	4 0	......	......
Supervisor Requisitions and Reports	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1 0	......	......
Kindergarten Supervisors	1 0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	......	......	......
German Supervisors	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	......
Penmanship Supervisors	1 0	......	1 0	......	2.0	......	3.0	......	3.0	......	3.0	......	3.0	......	4 0	......	4.0	......	4 0	......	......
Supervisors	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	1.0	......	1 0	......	......
Assistant Supervisors	......	......	......	......	1.0	......	2.0	......	2.0	......	2.0	......	2 0	......	3.0	......	3.0	......	3.0	......	......
Music Supervisors	2.0	......	2.0	......	2.0	......	2.0	......	3.0	......	3.0	......	3.6	......	3.6	......	3.6	......	3 2	......	......
Supervisors	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	1.0	......	1 0	......	......
Assistant Supervisors	1.0	......	1.0	......	1.0	......	1.0	......	2.0	......	2 0	......	2.0	......	2.6	......	2.0	......	2.2	......	......
Drawing Supervisors	1.0	......	1.0	......	1.0	......	4.0	......	4.0	......	4 0	......	4.6	......	6.0	......	......	......	5.0	......	......
Supervisors	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	......
Assistant Supervisors	......	......	......	......	......	......	3.0	......	3.0	......	3.0	......	3 6	......	4.0	......	......	......	4 0	......	......
(f)Manual Training Supervisors	2.0	......	2.0	......	2.0	......	2.0	......	3.0	......	3.0	......	3.0	......	3.0	......	3.0	......	2 6	......	......
Supervisors	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	1.0	......	1.0	......	1 0	......	......
Assistant Supervisors	1.0	......	1.0	......	1.0	......	1 0	......	2.0	......	2.0	......	2 0	......	2.0	......	2.0	......	1 0	......	......
Domestic Science Supervisors	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1 0	......	......
Physical Training Supervisors	3.0	......	6 0	......	6.0	......	6 0	......	4.0	......	4 5	......	4 3	......	1.0	......	1.0	......	......	......	......
Supervisors	1.0	......	1 0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	......
Special Teachers' Physical Training	2 0	......	5.0	......	6.0	......	5.0	......	3.0	......	3.5	......	3.3	......	......	......	......	......	3.1	......	......
Special Examiner Atypical Children	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1 0	......	......
Supervisor Indoor Recreation	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	......
Supervisor for the Blind	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	......
Principals	81.0	4 9	84.0	4.8	87.0	4.0	90.0	4.5	94.0	4 42	95.0	4 2	97.0	4 20	108 0	3.67	......	......	106 0	......	......
Normal School	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.6	......	......
High School	6.0	......	5.0	......	0.0	......	6.0	......	7.0	......	8.0	......	8 0	......	10.0	......	10.0	......	11 0	......	......
Academic High Schools	6.0	......	5.0	......	6.0	......	0.0	......	6.0	......	0.0	......	6.0	......	7.0	......	7.0	......	8 0	......	......
Technical High Schools	......	......	......	......	......	......	......	......	1.0	......	1.0	......	1.0	......	2.0	......	2.0	......	2 0	......	......
High School of Commerce	......	......	......	......	......	......	......	......	......	......	1.0	......	1 0	......	1.0	......	1.0	......	1 0	......	......
Elementary Schools	72.0	......	75 0	......	77.0	......	79.0	......	82.0	......	82.0	......	84.0	......	92.0	......	93.0	......	92.0	......	......
Regular Elementary	70.0	......	73.0	......	75.0	......	77.0	......	80 0	......	80.0	......	82.0	......	88.0	......	80.0	......	89 0	......	......
Elementary Industrial	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	1.0	......	1 0	......	......
Deaf School	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	......
Willson Cripple	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	1 0	......	1 6	......	......
Boys' School	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	......
Evening Schools	2.0	......	2.0	......	2.0	......	2.0	......	2.0	......	2.0	......	2.0	......	2.0	......	2.0	......	2.0	......	......
Evening High Schools	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	......
Evening Elementary Schools	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	1 0	......	1 0	......	1.0	......	1.0	......	1 0	......	......
Summer Schools	1.0	......	1.0	......	1.0	......	2.0	......	2.0	......	2 0	......	2.0	......	3 0	......	......	......	......	......	......
Teachers	1541 45	94.0	1639.60	94.0	1787.67	64.3	1884.12	94 2	2006.36	94 35	2156 0	64 6	2182.5	64.0	2798.2	92 0	......	......	2660 3	......	......
Normal School	8.2	.50	8.2	.47	8.2	.43	8.2	.41	8.2	.36	8 45	.37	7.6	.33	14.0	.47	0.0	......	10.0	......	21.95
High Schools, Whole Time Teachers	153.25	6.34	173.40	9.94	103.57	10.21	105.92	9 8	201.50	9.48	241 55	10.6	258.5	11.2	276 4	9.42	314 5	......	331.3	......	116 11
Academic, Whole Time Teachers	153.25	......	173.40	......	103.57	......	105.92	......	201.50	......	200 45	......	184 7	......	188.0	......	(e) 205.3	......	312 7	......	......
No. According Board Rule	145.75	......	163.90	......	183.07	......	183.82	......	189.80	......	188 5	......	167 3	......	180 7	......	191.5	......	160.6	......	......
Regular Teachers (Whole Time)	133.25	8.12	147.40	8 45	164.57	8.68	163.72	8.10	160.1	7.95	167.05	7.33	152 6	0.62	153 4	5.23	156 1	......	175 4	......	31 55
Special Teachers (Whole Time)	20.0	1.21	26.0	1 49	29.0	1.53	32 30	1.60	32.40	1.52	33.40	1 46	31.8	1.37	35.2	1.20	35 4	......	37.3	......	86.5
Music Teachers	1.0	......	1.0	......	1.0	......	1.0	......	2.0	......	2.0	......	2.2	......	2 4	......	12 2	......	3.2	......	......
Drawing Teachers	0.0	......	6.0	......	0.0	......	7.0	......	0.0	......	10.0	......	11.0	......	11 6	......	14 4	......	15 2	......	......
Manual Training Teachers	6.0	......	13.0	......	15.0	......	17.20	......	17.40	......	13.90	......	11.0	......	12.9	......	11.3	......	11 3	......	......
Physical Training Teachers	4.0	......	6.0	......	7.0	......	7.0	......	7.0	......	7 5	......	*7.6	......	8.3	......	7.5	......	7.0	......	......
West Technical High School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	17.0	......	28.2	......	......
East Technical High School	......	......	......	......	......	......	......	......	......	......	(a) 41.1	......	(a) 51 4	......	(a) 63.6	......	59.4	......	57 7	......	......
West High School of Commerce	......	......	......	......	......	......	......	......	......	......	(b) 32.25	......	(b) 40 4	......	(b) 24 2	......	26 8	......	26.2	......	......
East High School of Commerce	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	6 0	......	6.5	......	......
Elementary Schools	1243.0	75.77	1304.0	74.74	1305.20	73.62	425.0	71.40	1510.66	71.04	1563.0	65.59	1506.2	67.88	1646.8	66 38	1656 4	......	1760.1	......	41 60
Regular Elementary Schools	1232.0	75.10	1290.0	73.94	1378.2	72.72	1463.0	70.14	1471.0	69 17	1514 7	66 47	1515.7	65.70	1870.0	64.06	1585.6	......	1662.1	......	34 91
Regular Teachers	1145.0	......	1196.0	......	1271.0	......	1316.0	......	1381.0	......	1400.7	......	1397.7	......	1749.0	......	1443.0	......	1516.5	......	......
Special Teachers	87.0	......	94.0	......	107.2	......	87.0	......	00.0	......	114.0	......	118 0	......	130.0	......	142 0	......	145 6	......	......
German	(c) 76.0	......	(c) 86.0	......	(c) 97.0	......	(c) 76.0	......	(c) 76 0	......	(c) 95.0	......	91.0	......	94 0	......	97.6	......	99.0	......	......
(f)Manual Training	8.0	......	8 0	......	10.2	......	11.0	......	14.0	......	19.0	......	27.0	......	36 0	......	45 0	......	23.0	......	......
Domestic Science	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	23.0	......	......
Special Elementary Schools	11.0	.67	14.0	.80	17.0	.80	25.0	1.24	39.60	1.80	48 3	2 11	50 5	2.18	67.8	2.31	80.8	......	98.0	......	796 9
Deaf School	7.0	......	7.0	......	0.0	......	7.0	......	9.0	......	10.3	......	9.6	......	11.8	......	11.0	......	12.0	......	......
Epileptic Schools	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	1 0	......	1.0	......	......
School for Blind	......	......	......	......	......	......	......	......	......	......	......	......	1 0	......	2 0	......	2 0	......	3.0	......	......
Boys' School	4.0	......	3.0	......	3.0	......	5.0	......	0.6	......	8.0	......	7 0	......	8.0	......	9.4	......	10.0	......	......
Defective Schools	......	......	......	......	......	......	......	......	......	......	......	......	......	......	14.0	......	18 0	......	19.0	......	......
Foreign Schools	......	......	4 0	......	8.0	......	10.0	......	12.0	......	13.0	......	13 4	......	15.0	......	6.0	......	15.0	......	......
Elementary Industrial	......	......	......	......	......	......	......	......	......	......	......	......	7.0	......	7 0	......	7.6	......	8 0	......	......
Backward Schools	......	......	......	......	......	......	3.0	......	11.0	......	15.0	......	11 5	......	3.0	......	2.0	......	4 0	......	......
Continuation Schools	......	......	......	......	......	......	......	......	......	......	......	......	......	......	3.0	......	17.4	......	17.0	......	......
School for Cripples	......	......	......	......	......	......	......	......	1.0	......	1.0	......	1.0	......	2.0	......	3.0	......	4 0	......	......
Open-Air Schools	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	4.6	......	4 0	......	......
Tuberculosis Tent Colony	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	......
Kindergarten	63.0	3.84	63.0	3.61	74.0	3.01	76.0	3.95	81.0	3.81	90.0	3 95	105.0	4.55	110 0	3.75	127 5	......	130.0	......	......
Evening Schools	46.0	2.80	64.0	3.67	72.0	3.80	105.0	5.40	116.0	5 40	143.0	0.50	†157.0	6 80	177.0	0.03	267.0	......	233.0	......	......
Evening High Schools	13.0	......	26.0	......	31 0	......	57.0	......	54 0	......	79.0	......	58.0	......	06.0	......	114.0	......	135.0	......	......
Evening Elementary Schools	33.0	......	38.0	......	41.0	......	51.0	......	62.0	......	69 0	......	69.0	......	81.0	......	03.0	......	98 0	......	......
Summer Schools	28.0	1.70	27.6	1.55	43.0	2 26	65.0	3.25	80.0	4 10	105.0	4 61	88.0	3 61	274.0	0.34	......	......	186 0	......	......
Summer High School	4.6	......	4.0	......	5.0	......	5 0	......	5.0	......	5.0	......	5.0	......	65 0	......	41 0	......	63 6	......	......
Summer Elementary Schools	20.0	......	11.6	......	18.0	......	38.0	......	62.0	......	72.0	......	63.0	......	131 0	......	74 0	......	77.0	......	......
Grammar Schools	......	......	8.0	......	4.0	......	16 0	......	26.0	......	33.0	......	28.0	......	120 0	......	......	......	64 0	......	......
Primary Schools	(d) 18.0	......	6.0	......	16.0	......	15 0	......	28.0	......	32.0	......	32.0	......	......	......	......	......	......	......	......
Tuberculosis Tent Colony	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	......
(f)Manual Training	2 0	......	2.0	......	3.0	......	3.0	......	4.0	......	5.0	......	2.0	......	......	......	......	......	2.0	......	......
Domestic Science	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	1.0	......	......
Boys' School	......	......	......	......	1.0	......	1.0	......	1.0	......	1.0	......	1.0	......	2.0	......	1.0	......	1.0	......	......
Foreign Schools	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	8 0	......	......
Kindergarten	......	......	8.0	......	12.0	......	14.0	......	14.0	......	15 0	......	16.0	......	......	......	......	......	......	......	......
Playgrounds	4 0	......	4 0	......	8.0	......	8.0	......	6.0	......	12.0	......	4.6	......	63 0	......	......	......	40.0	......	......
Summer Night School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	15 0	......	7 0	......	6 0	......	......

(a) Whole Time Teachers.
(b) Board Count.
(c) Exclusive of Exchange Teachers.
(d) Includes Kindergarten Teachers all of which partly paid by Day Nursery and Free Kindergarten Association
(e) Actual Number Whole Time Teachers.
(f) Included Manual Training and Domestic Science Teachers until 1913.

* Exclusive of Summer Term Teachers—37.
** Exclusive of Summer Term Teachers—16.
† Exclusive of Summer Night School Teachers—10.
‡ Exclusive of Technical High School Summer Term Teachers, and of High School of Commerce Summer Term Teachers, also of Summer Night School Teachers—55.

NORMAL SCHOOL

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table XXV

Shows the cost of instruction in the Normal School, the enrollment, the per capita cost, the number of teachers, the average number of pupils per teacher and the number of graduates, for the years 1904-1913:

	(a) Cost of instruction normal school	Enrollment normal school	Per capita cost instruction normal school	(b) Number of teachers normal school	Average No. normal school pupils per teacher	Number graduated from normal school
1903-1904	$14,400.00	312	$ 46.15	8.2	28.0	134
1904-1905	15,000.00	272	55.14	8.2	33.1	141
1905-1906	15,600.00	215	72.55	8.2	26.2	96
1906-1907	15,742.10	194	81.14	8.2	23.6	95
1907-1908	16,700.00	184	90.76	8.2	22.4	97
1908-1909	15,436.86	216	71.46	8.45	24.8	85
1909-1910	18,470.00	205	90.09	7.18	26.2	97
1910-1911	23,595.78	174	135.60	7.0	25.5	82
1911-1912	22,986.60	195	117.88	9.0	21.6	81
1912-1913	21,217.71	214	99.14	10.	20.9	97

(a) Includes salary of principal, but exclusive of practice facilities.
(b) Exclusive of training teachers.

ACADEMIC HIGH SCHOOLS

Cost All Types of Instruction

Table XXVI

Shows the cost of instruction in day academic high schools for each of the years 1904-1913, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1913 over 1904:

	(a) Cost of all types of instruction day academic high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1913 over 1904
1903-1904	$ 218,416.47	$24,252.92	12.48	
1904-1905	236,015.60	17,599.13	8.05	
1905-1906	276,443.20	40,427.60	17.12	
1906-1907	287,401.52	10,958.32	3.96	
1907-1908	302,666.18	15,264.66	5.31	
1908-1909	304,090.54	1,424.36	.47	
1909-1910	288,103.72	*15,986.82	*5.25	
1910-1911	298,450.43	10,346.71	3.59	
1911-1912	308,366.10	9,915.67	3.32	
1912-1913	331,847.02	23,480.92	7.61	51.93

(a) Includes salary of principals.
* Decrease.

Cost Regular and Special Instruction

Table XXVII

Shows cost of all types of day academic high school instruction, the cost of regular day academic high school instruction, the per cent of the cost of all types of day academic high school instruction expended on regular instruction, also the cost of special day academic high school instruction and the per cent of the cost all types expended on special instruction, for the years 1904-1913:

	Cost all types instruction day academic high schools	(a) Cost regular instruction day academic high schools	Per cent all types of instruction day academic H. S. expended on regular instruction	(b) Cost special instruction day academic high schools	Per cent cost of all types of instruction expended on special instruction
1903-1904	$218,416.47	$193,035.32	88.37	$25,381.15	11.63
1904-1905	236,015.60	206,330.29	87.42	29,685.31	12.58
1905-1906	276,443.20	241,272.24	87.27	35,170.98	12.73
1906-1907	287,401.52	248,914.77	86.60	38,486.75	13.40
1907-1908	302,666.18	262,125.50	86.60	40,540.68	13.40
1908-1909	304,090.54	262,517.74	86.32	41,572.80	13.68
1909-1910	288,103.72	247,355.72	85.85	40,748.00	14.14
1910-1911	298,450.43	257,880.25	86.45	40,570.18	13.55
1911-1912	308,366.10	260,846.00	84.58	47,520.10	15.41
1912-1913	331,847.02	282,691.76	85.18	49,155.26	14.81

(a) Includes salary of principals and cost of all day academic high school instruction other than music, drawing and applied arts, manual training and physical training.

(b) Includes music, drawing and applied arts, manual training, and physical training only.

Enrollment by Years

Table XXVIII

Shows the enrollment in day academic high schools for each of the years 1904-1913, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1913 over 1904:

	(a) Enrollment academic high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1913 over 1904
1903-1904	4124	336	8.87	
1904-1905	4480	356	8.63	
1905-1906	4983	†503	11.22	
1906-1907	5059	76	1.52	
1907-1908	4989	* 70	*1.38	
1908-1909	4787	*202	*4.04	
1909-1910	4436	*‡351	*7.33	
1910-1911	5293	¶857	19.3	
1911-1912	5326	33	.62	
1912-1913	5511	**185	3.35	33.63

(a) Exclusive of transfers.
* Decrease.
† Glenville admitted.
‡ Collinwood admitted.
¶ Includes class of 577 entering February, 1911.
** Nottingham admitted.

Enrollment by Classes

Table XXIX

Shows the enrollment in day academic high schools, the enrollment in each class, and the number graduated for the years 1904-1913:

	Enrollment academic high schools	YEAR				Number graduated
		First	Second	Third	Fourth	
1903-1904	*4124	1716	1056	727	625	514
1904-1905	*4491	1741	1251	851	648	515
1905-1906	*5001	2074	1277	933	717	559
1906-1907	*5070	2056	1334	928	752	591
1907-1908	*5005	1903	1426	936	740	611
1908-1909	†4787	1626	1333	1007	821	671
1909-1910	†4436	1545	1194	886	811	676
1910-1911	†5293	2367	1279	870	777	629
1911-1912	†5326	1773	1841	959	753	646
1912-1913	†5511	1844	1400	1356	911	723

* Includes transfers.
† Exclusive of transfers.

Enrollment: Per Cent in Each Class

Table XXX

Shows per cent of the enrollment of the day academic high schools in each class for the years 1904-1913:

	YEAR			
	First	Second	Third	Fourth
1903-1904	*41.61	25.60	17.63	15.15
1904-1905	*38.76	27.85	18.94	14.42
1905-1906	*41.47	25.53	18.65	14.33
1906-1907	*40.55	26.31	18.30	14.83
1907-1908	*38.02	28.49	18.70	14.78
1908-1909	†33.96	27.84	21.03	17.15
1909-1910	†35.27	26.46	19.97	18.28
1910-1911	†44.71	24.16	16.43	14.68
1911-1912	†33.23	34.56	18.00	14.13
1912-1913	†33.46	25.40	24.60	16.53

* Based on enrollment including transfers.
† Based on enrollment excluding transfers.

Graduates

Table XXXI

Shows the number graduated from the day academic high schools for each of the years 1904-1913, the increase and the per cent of increase of each year over the preceding one, also the enrollment for each of these years and the per cent of the enrollment graduated:

	Number graduated from day academic high schools	Increase over preceding year	Per cent of increase over preceding year	Number enrolled in day academic high schools (a)	Per cent of enrollment graduated
1903-1904	514	29	5.97	4124	12.46
1904-1905	515	1	.19	4480	11.49
1905-1906	559	44	8.54	4983	11.21
1906-1907	591	32	5.72	5059	11.68
1907-1908	611	20	3.38	4989	12.24
1908-1909	671	60	9.81	4787	14.01
1909-1910	676	5	.74	4436	15.23
1910-1911	629	*47	*6.95	5293	11.88
1911-1912	646	17	2.70	5326	12.12
1912-1913	723	77	11.91	5511	13.11

(a) Exclusive of transfers.
* Decrease.

Per Capita Cost All Types of Instruction

Table XXXII

Shows cost of all types of instruction in day academic high schools for each of the years 1904-1913, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1913 over 1904:

	(a) Cost of all types instruction day academic high schools	Enrollment day academic high schools	Per capita cost of all types instruction day academic high schools	Increase in per capita cost over preceding year	Per cent of increase in per capita cost over preceding year	Per cent of increase in per capita cost 1913 over 1904
1903-1904	$218,416.47	4124	$52.96	$1.71	3.33	
1904-1905	236,015.60	4480	52.68	* .28	* .52	
1905-1906	276,443.20	4983	55.47	2.79	5.29	
1906-1907	287,401.52	5059	56.80	1.33	2.39	
1907-1908	302,666.18	4989	60.66	3.86	6.79	
1908-1909	304,090.54	4787	63.52	2.86	4.71	
1909-1910	288,153.72	4436	64.94	1.42	2.23	
1910-1911	298,450.43	†5293	61.61	*3.33	*5.12	
1911-1912	308,366.10	5326	57.89	*3.72	*6.03	
1912-1913	331,847.02	5511	60.21	2.32	4.00	13.68

(a) Includes salary of principals and cost of all types of academic high school instruction.

Per capita cost is based on enrollment of 4116 + (1/3 of 577) which is 4808.

* Decrease.

† Includes the class entering in Feb., 1911.

Per Capita Cost All Types of Instruction

Table XXXII (a)

Shows cost of all types of instruction in day technical high schools for each of the years 1909-13, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1913 over 1909:

	Cost of all types instruction in day Technical High School	Enrollment day Technical High School	Per capita cost all types instruction day Technical High School	Decrease in per capita cost over preceding year	Per cent decrease in per capita cost over preceding year	Per cent of decrease in per capita cost 1913 over 1909
1908-1909	$ 53,209.32	729	$72.98	$		
1909-1910	71,569.00	1102	64.94	8.04	11.01	
1910-1911	87,601.59	1366	*61.64	3.30	5.08	
1911-1912	110,354.86	1780	61.99	.35	† .56	
1912-1913	130,292.43	2065	63.09	†1.10	†1.77	13.55

* Per capita cost is based on enrollment of 1366 + (1/3 of 112) = 37 which is 1403.
† Increase.

Table XXXII (b)

Shows cost of all types of instruction in day high school of commerce for each of the years 1910-13, the enrollment, the per capita cost of instruction, the increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost, 1913 over 1910:

	Cost of all types of instruction in day High School of Commerce	Enrollment in day High School of Commerce	Per capita cost all types instruction day High School of Commerce	Decrease in per capita cost over preceding year	Per cent decrease in per capita cost over preceding year	Per cent of decrease in per capita cost 1913 over 1910
1909-1910	$37,687.13	458	$82.28			
1910-1911	40,136.46	464	*80.56	1.76	2.13	
1911-1912	54,755.68	752	72.81	7.75	9.62	
1912-1913	58,658.57	845	69.41	3.40	4.66	15.64

* Per capita cost is based on enrollment of 464 + (1/3 of 70) = 23 which is 487.

Per Capita Cost Regular and Special Instruction

Table XXXIII

Shows enrollment of day academic high schools, the cost of regular instruction in day academic high schools, and the per capita cost of regular instruction; it also shows the cost of special instruction in day academic high schools, the per capita cost of special instruction, and the per capita cost of all types of instruction in day academic high schools, for the years 1904-1913:

	(a) Enrollment day academic high schools	(b) Cost regular instruction day academic high school	(c) Per capita cost regular instruction day academic high school	(b) Cost special instruction day academic high schools	(b) Per capita cost special instruction day academic high schools	Per capita cost all types instruction day academic high schools
1903-1904	4124	$193,035.32	$46.80	$25,381.15	$6.16	$52.96
1904-1905	4480	206,330.29	46.05	29,685.31	6.83	52.68
1905-1906	4983	241,272.24	48.41	35,170.96	7.06	55.47
1906-1907	5059	248,914.77	49.20	38,486.75	7.60	56.80
1907-1908	4989	262,125.50	52.54	40,540.68	8.12	60.66
1908-1909	4787	262,517.74	54.83	41,572.80	8.69	63.52
1909-1910	4436	247,355.72	55.76	45,748.00	9.18	64.94
1910-1911	5293	257,880.25	48.72	40,570.18	7.66	56.38
1911-1912	5326	260,846.00	48.97	47,520.10	8.92	57.89
1912-1913	5511	282,691.76	51.29	49,155.26	8.91	60.21

(a) Exclusive of transfers.

(b) Includes salaries of principals and cost of all instruction other than music, drawing, and applied arts, manual training and physical training.

(c) Includes cost of instruction in music, drawing, and applied arts, manual training and physical training only.

Teachers: Regular and Special

Table XXXIV

Shows number regular whole time teachers day academic high schools, number of whole time special teachers, total number of whole time teachers day academic high schools, and the per cent of the total number of whole time teachers that are special teachers, for the years 1904-1913:

	(a) Number whole time regular teachers day academic high schools	Number whole time special teachers day academic high schools					Total number whole time teachers day academic high schools	Per cent total number teachers day academic high schools special teachers
		Music teachers	Drawing teachers	Manual training teachers	Physical training teachers	Total number whole time special teachers		
1903-1904	133.25	1	6	9	4	20.00	153.25	13.05
1904-1905	147.40	1	6	13	6	26.00	173.40	14.98
1905-1906	164.57	1	6	15	7	29.00	193.57	14.97
1906-1907	163.72	1	7	17.2	7	32.20	195.92	16.43
1907-1908	169.10	2	6	17.4	7	32.40	201.50	16.07
1908-1909	167.05	2	10	13.9	7.5	33.40	200.45	16.66
1909-1910	152.09	2.2	11.0	11.0	7.6	31.80	184.07	17.21
1910-1911	153.04	2.4	11.6	12.9	8.3	35.2	188.06	18.66
1911-1912	156.1	2.2	14.4	11.3	7.5	35.4	191.5	18.49
1912-1913	175.4	3.2	15.2	11.3	7.6	37.3	212.7	17.53

(a) Includes all teachers other than those of music, drawing and applied arts, manual training and physical training.

Teachers: According to Board Rule Count

Table XXXV

Shows the number of whole time day academic high school teachers and number according to Board Rule for each of the years 1904-1913, the increase of whole time teachers and of the number according to Board Rule, over the preceding year, the per cent of increase over the preceding year of whole time teachers and of the number according to Board Rule; also the per cent increase of whole time teachers and of number according to Board Rule 1913 over 1904:

	Number Academic High School Teachers		Increase Academic High School Teachers		Per cent of Increase Over Preceding Year		Per cent of Increase 1913 Over 1904	
	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule
1903-1904	153.25	145.75	13.83	13.83	9.91	10.48		
1904-1905	173.40	163.90	20.15	18.15	13.14	12.45		
1905-1906	193.57	183.07	20.17	19.17	11.63	11.69		
1906-1907	195.92	183.82	2.35	.75	1.21	.40		
1907-1908	201.50	189.80	5.58	5.98	2.84	3.25		
1908-1909	200.45	188.50	* 1.05	* 1.30	* .52	* .68		
1909-1910	184.07	167.03	*15.75	*21.2	*7.85	*11.24		
1910-1911	188.6	180.7	3.9	13.4	1.57	8		
1911-1912	205.3	191.2	16.7	10.5	8.85	5.49		
1912-1913	212.7	190.6	7.4	* .6	3.6	* .31	38.7	30.7

(a) "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

* Decrease.

Pupils per Teacher Board Rule Count

Table XXXVI

Shows enrollment in day academic high schools for each of the years 1904-1913, the number of teachers according to Board Rule count, the average number of pupils per teacher, the decrease, and the per cent of decrease in number of pupils per teacher, also the per cent of decrease in the number of pupils per teacher 1913 over 1904:

	(a) Enrollment academic high schools	(b) Teachers academic high schools	Average number pupils per teacher	Decrease in number pupils per teacher	Per cent of decrease in number pupils per teacher over preceding year	Per cent of decrease in number pupils per teacher 1913 over 1904
1903-1904	4124	145.75	28.29	.42	1.46	
1904-1905	4480	163.90	27.33	.96	3.39	
1905-1906	4983	183.07	27.21	.12	.43	
1906-1907	5059	183.82	27.52	* .31	*1.18	
1907-1908	4989	189.80	26.28	1.24	4.50	
1908-1909	4787	188.50	25.39	.89	3.38	
1909-1910	4436	167.3	26.51	*1.12	*4.41	
1910-1911	†5293	180.7	29.2	*2.69	*1.01	
1911-1912	5326	191.2	27.8	1.4	4.79	
1912-1913	5511	190.6	28.9	*1.1	*3.95	* 2.15

(a) Exclusive of transfers.

(b) Determined according to Board Rule: "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

† Includes 577 students entering in Feb., 1911.

* Increase.

Excess Teachers and Approximate Excess Cost

Table XXXVII

Shows number teachers employed in day academic high schools when determined by Board Rule count, number teachers allowed according to Board Rule, excess number employed, average salary of teachers and approximate excess cost of instruction for the years 1904-1913:

	(a) Number teachers employed	(a) Number teachers allowed	Excess number teachers employed	(b) Average salary of teachers	Approximate excess cost of instruction
1903-1904	145.75	137.46	8.29	$1,498.56	$12,423.06
1904-1905	163.90	149.33	14.57	1,439.99	20,980.65
1905-1906	183.07	166.10	16.97	1,510.04	25,625.37
1906-1907	183.82	168.63	15.19	1,563.49	23,749.41
1907-1908	189.80	166.30	23.50	1,594.65	37,474.27
1908-1909	188.50	159.56	28.94	1,613.21	46,686.29
1909-1910	167.3	147.86	19.94	1,722.07	33,477.04
1910-1911	180.7	176.4	4.3	1,651.63	7,102.00
1911-1912	191.2	177.53	13.7	1,613.54	22,105.50
1912-1913	190.6	183.7	6.9	1,741.06	12,013.31

(a) For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one. Principal not included.

(b) Principal's salary included also.

(a) Music: Cost of Instruction, Enrollment, per Capita Cost, etc.

Table XXXVIII

Shows the cost of music instruction in the day academic high schools, the enrollment in music, the per capita cost of music instruction, the number of music teachers, and the average number of pupils per teacher for the years 1904-1913:

	Cost of instruction in music day academic high schools	Enrollment in day academic high schools	Per capita cost of music instruction	Number of music teachers day academic high schools	Number pupils per music teacher day academic high schools
1903-1904	$1,600.00		$	1	
1904-1905	1,600.00			1	
1905-1906	1,700.00			1	
1906-1907	1,800.00			1	
1907-1908	2,600.00			2	
1908-1909	2,700.00			2	
1909-1910	3,200.00			2.2	
1910-1911	3,352.50			2.2	
*1911-1912	3,473.35	2012	1.72	2.2	1006.0
1912-1913	3,377.94	2346	1.44	3.2	1055.6

(a) Special music teachers were first employed January 1, 1902.
* Fall term, 1911.

Drawing and Applied Arts:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table XXXIX

Shows cost of instruction in drawing in day academic high schools, the enrollment in drawing classes, per capita cost of drawing instruction, number of drawing teachers, and average number of pupils per teacher, for the years 1904-1913:

	Cost of instruction in drawing academic high schools	Enrollment in drawing classes academic high schools	Per capita cost of drawing instruction	Number of drawing teachers academic high schools	Number pupils per drawing teacher academic high schools
1903-1904	$ 7,700.00		$	6	
1904-1905	* 7,200.00	1091	6.59	6	181.83
1905-1906	* 8,000.00	1325	6.03	6	220.83
1906-1907	* 8,900.00	1383	6.43	7	197.57
1907-1908	† 7,500.00	570	13.15	6	95.00
1908-1909	†10,700.00	622	17.20	10	62.20
1909-1910	†12,168.00	726	16.76	11	66.00
1910-1911	†10,948.55	1016	10.77	11.6	87.58
1911-1912	†11,709.05	‡1177	9.94	14.4	81.73
1912-1913	†17,626.92	1140	15.46	15.2	75.00

* Comprised two single periods per week.
† Comprised four double periods per week.
‡ Fall term, 1911.

Manual Training:
Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table XL

Shows cost of instruction in manual training in day academic high schools, the enrollment in manual training, per capita cost of manual training instruction, number of pupils per teacher, for the years 1904-1913:

	Cost of instruction manual training academic high schools	Enrollment manual training academic high schools	Per capita cost of manual training instruction	Number manual training teachers academic high schools	Number pupils per manual training teacher academic high schools
1903-1904	$11,381.15	527	$ 21.59	9	58.55
1904-1905	15,248.35	995	15.32	13	76.53
1905-1906	18,120.96	1175	15.42	15	78.33
1906-1907	20,436.75	1211	16.87	17.2	70.40
1907-1908	22,890.68	1246	18.37	17.4	71.60
1908-1909	20,272.80	795	25.50	13.9	57.19
1909-1910	17,200.00	567	30.33	11.0	51.54
1910-1911	17,191.88	588	29.23	12.9	45.59
1911-1912	19,196.83	* 612	31.36	11.3	54.15
1912-1913	19,109.44	599	31.90	11.3	53.00

* Taken from fall term report.

Physical Training:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table XLI

Shows cost of instruction in physical training in day academic high schools, enrollment in physical training, per capita cost of physical training instruction, number of physical training teachers, and the average number of manual training teachers and the average number of pupils per teacher, for the years 1904-1913:

	Cost of instruction physical training academic high schools	Enrollment physical training academic high achools	Per capita cost of physical training instruction	Number physical training teachers academic high schools	Number pupils per physical tr. teacher academic high schools
1903-1904	$4,700.00		$		
1904-1905	5,636.96	2367	2.38	6	394.50
1905-1906	7,350.00	3383	2.17	7	483.28
1906-1907	7,350.00	3587	2.04	7	512.42
1907-1908	7,550.00	3519	2.14	7	502.71
1908-1909	7,900.00	3020	2.61	7.5	402.66
1909-1910	8,180.00	2632	3.10	7.6	346.31
1910-1911	9,077.25	2975	3.05	8.3	350.43
1911-1912	9,007.63	* 2218	4.06	7.5	295.73
1912-1913	9,040.96	2451	3.68	7.6	322.5

Special teachers of physical training were first employed during the school year 1902-03.

* Taken from fall term report, 1911.

DAY ELEMENTARY SCHOOLS

Cost of Instruction All Day Elementary Schools

Table XLII

Shows cost of instruction in all day elementary schools, cost of regular day elementary school instruction, per cent cost of instruction all day elementary schools expended on instruction in regular day elementary schools; it also shows cost of instruction in all special day elementary schools and the per cent of the cost of instruction all day elementary schools expended on instruction in special elementary schools, for the years 1904-1913:

	(a) Cost instruction all day elementary schools	(b) Cost instruction regular day elementary schools	Per cent cost of instruction all day elementary schools expended on instruction reg. day elementary schools	Cost Instruction Special Day Elementary Schools														Per cent cost instruction all day elementary schools expended on instruction special day elementary schools
				Cost instruction continuation school	Cost instruction deaf school	Cost instruction boys' school	Cost instruction special schools (Defective)	Cost instruction open air school	Cost instruction epileptic school	Cost instruction (Foreign)	Cost instruction school for cripples	Cost instruction school for blind	Cost instruction backward school	Cost instruction Preventorium	Cost instruction elementary industrial	Cost instruction tuberculosis tent colony	Total cost special instruction	
1903-1904	$ 975,015.70	$ 963,221.38	98 79	$	$ 6,599.93	$ 5,194 48	$	$	$	$	$	$	$	$	$	$	$11,794 41	1 21
1904-1905	1,004,104 70	991,068 86	98 79		6,595.98	3,958.64	1,551.23										12,135.84	1.31
1905-1906	1,065,354 18	1,049,276.31	98.49		5,479.02	4,419.50	6,179.35										16,077.87	1.51
1906-1907	1,152,584 48	1,131,183.11	98 14		7,096 53	5,679.22	8,625.62										21,401 37	1.89
1907-1908	1,208,369 99	1,184,313.29	98.01		7,449.31	6,516 11	9,488.09				499.22						23,953.73	1.90
1908-1909	1,273,144 36	1,245,217.32	97 80		8,696.81	8,751 92	9,928.31				550.00						27,927.04	2 20
1909-1910	1,344,926.17	1,298,977.60	96 58		9,954 39	9,040.99	10,622.41				650 65	824 25	8,224 64		6,631 24		45,948.57	3.41
1910-1911	1,402,000.95	1,351,414.18	96 09		10,134 50	10,920 56	11,734.86				2,840 87	2,077 23	2,500 00		7,965 40		48,174 12	3.31
1911-1912	1,482,840.44	1,412,087.27	94 98	10,781.38	10,581.07	10,728 42	14,511.82	3,100 00	800.00	4,129 06	4,040 63	1,976 08	1,600.02		8,797 19		71,347 17	5.16
1912-1913	1,567,289.05	1,483,340.98	94 64	12,320.44	11,109.07	12,410.17	15,094.73	2,935 59	800 00	9,484 92	4,729 57	1,779 99	2,477.61	380.25	9,661.30	758 43	83,918 07	5.35

(a) Includes salary of principals and cost of instruction in all types of day elementary schools.

(b) Includes principals' salary and cost of all day elementary school instruction except salary of principal and cost of instruction in Deaf School, Boys' School, special schools and School for Cripples.

Enrollment All Day Elementary Schools

Table XLIII

Shows enrollment in all day elementary schools, the enrollment in the regular day elementary schools, and the per cent of the enrollment in all day elementary schools enrolled in the regular day elementary schools; it shows also the enrollment in all special day elementary schools and the per cent of the enrollment in all day elementary schools enrolled in special day elementary schools, for the years 1904-1913:

	Enrollment all day elementary schools	Enrollment regular day elementary schools	Per cent of enrollment all day elementary schools enrolled in regular day elementary schools	Enrollment Special Day Elementary Schools												Enrollment all special schools	Per cent enrollment of all day elementary schools enrolled in special day elementary schools
				Enrollment deaf school	Enrollment boys' school	Enrollment special schools (Defective)	Enrollment school for cripples	Enrollment school for blind	Enrollment backward schools	Enrollment elementary industrial schools	Enrollment continuation schools	Enrollment special schools (Foreign)	Epileptic schools	Open air schools	Tuberculosis tent colony		
1903-1904	55,627	55,430	99.64	44	153											197	.36
1904-1905	56,981	56,718	99.53	43	162	58										263	.47
1905-1906	59,496	59,072	99.28	59	235	130										424	.72
1906-1907	59,824	59,294	99.11	62	318	150										530	.89
1907-1908	60,062	58,967	98.17	76	798	213	8									1095	1.83
1908-1909	60,197	59,285	98.48	97	614	210	9									912	1.52
1909-1910	63,164	61,668	97.63	79	657	237	13	12	328	152						1496	2.36
1910-1911	*60,153	*59,139	98.31	87	†168	234	48	16	97	160	162		12	30		1014	1.6
1911-1912	*63,409	60,235	95	91	426	275	61	18	54	167	1738	201	10	113		3154	4.99
1912-1913	71,394	67,719	94.83	105	777	270	83	23	94	197	1536	429	10	124	27	3675	5.14

* Does not include 2,406 leavings and withdrawals of the quarters Sept.-Feb.

† Excluding transfer, counting each pupil once.

Teachers All Day Elementary Schools

Table XLIV

Shows number teachers in all day elementary schools, number in regular day elementary schools, the per cent of teachers in all day elementary schools in regular day elementary schools; it shows also the number of teachers in special day elementary schools and the per cent of teachers in all day elementary schools in special day elementary schools, for years 1904-1913:

	Number teachers all day elementary schools	(a) Number teachers regular day elementary schools	Per cent teachers all day elementary school in regular day elementary school	Number Teachers in Special Day Elementary Schools													
				Teachers in deaf school	Teachers in boys' school	Teachers special schools (Defective)	Teachers backward schools	Teachers school for cripples	Teachers in school for blind	Teachers in elementary industrial	Teachers in continuation schools	Teachers in epileptic schools	Teachers in open air schools	Teachers in foreign schools	Teachers in tuberculosis tent colony	Number teachers all special day elementary schools	Per cent teachers in all day elementary schools in special day elementary schools
1903-1904	1,243.00	1,232.00	99.11	7	4	0	0	0								11.00	.89
1904-1905	1,304.00	1,290.00	98.22	7	3	0	0	0								14.00	1.08
1905-1906	1,395.20	1,378.20	98.78	6	3	8	0	0								17.00	1.22
1906-1907	1,428.00	1,403.00	98.24	7	5	10	3	0								25.00	1.76
1907-1908	1,510.66	1,471.00	97.37	9	6.66	11	11	1								39.66	2.63
1908-1909	1,563.00	1,514.70	96.90	10.3	8	13	16	1								48.30	3.10
1909-1910	1,566.20	1,515.70	96.77	9.6	7	13.4	11.5	1.0	1.0	7.0						50.50	3.22
1910-1911	1,946.80	1,879.00	96.51	11.8	8	14.0	3.0	2.0	2.0	7.0	3.0	1.0	1.0	15.0		67.80	3.48
1911-1912	1,666.4	1,585.6	95.15	11.0	9.4	18.0	2.0	3.0	2.0	7.0	17.4	1.0	4.0			80.8	4.84
1912-1913	1,760.1	1,662.1	94.43	12.0	10.0	19.0	4.0	4.0	3.0	8.0	17.0	1.0	4.0	15.0	1.0	98.0	5.56

(a) Includes teachers in all day elementary schools except those in all special schools.

Regular Day Elementary School

Cost of Instruction

Table XLV

Shows the cost of instruction in regular day elementary schools for the years 1904-1913, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1913 over 1904:

	(a) Cost of instruction regular day elementary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1913 over 1904
1903-1904	$ 963,221.38	$ 65,705.59	7.32	
1904-1905	991,968.86	28,747.48	2.98	
1905-1906	1,049,276.31	57,307.45	5.77	
1906-1907	1,131,183.11	81,906.80	7.80	
1907-1908	1,184,313.26	53,130.15	4.69	
1908-1909	1,245,217.32	60,904.06	5.14	
1909-1910	1,298,977.60	53,760.28	4.31	
1910-1911	1,351,414.18	52,436.58	4.03	
1911-1912	†1,412,087.27	60,673.09	4.49	
1912-1913	†1,483,340.98	71,253.71	5.04	53.99

(a) Includes salary of principals, also cost of German, manual training, cooking, and of backward schools.

† Does not include backward schools.

Enrollment by Years

Table XLVI

Shows the enrollment in the regular day elementary schools for the years 1904-1913, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1913 over 1904:

	(a) Enrollment in regular day elementary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1913 over 1904
1903-1904	55,430	1,312	2.42	
1904-1905	56,718	1,288	2.32	
1905-1906	59,072	2,354	4.15	
1906-1907	59,294	222	.37	
1907-1908	58,967	† 327	† .55	
1908-1909	59,285	318	.53	
1909-1910	61,668	2,383	4.01	18.47
1910-1911	*59,139	†2,529	†4.1	11.16
1911-1912	60,255	1,116	1.88	11.34
1912-1913	67,719	7,464	12.22	22.17

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools. Backward schools not included in 1912-1913.

* Does not include leavings and withdrawals of fall and winter quarters—2406.

† Decrease.

Enrollment by Grades

Table XLVII

Shows enrollment in each grade of the day elementary schools and enrollment in all grades for the years 1904-1913:

	GRADE								
	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
1903-1904	*13411	9437	9352	9256	7424	6051	4312	2820	62063
1904-1905	*13184	9665	9335	8914	7645	6178	4568	3222	62711
1905-1906	*13839	9725	10236	8407	7860	6362	4567	3515	64511
1906-1907	*14189	9684	9970	8842	7704	6389	4592	3245	64624
1907-1908	*14509	9992	9530	8780	7702	6179	4974	3254	64920
1908-1909	†11868	8824	8851	8125	7431	6017	4761	3706	59583
1909-1910	†12597	9960	8752	8222	7223	6120	4924	3870	61668
1910-1911	†11097	8582	8865	8264	7438	6074	4995	3824	‡59139
1911-1912	†10525	8917	8408	8416	7786	6703	5193	4307	60255
1912-1913	**13408	9811	9828	9021	8716	7260	5966	5439	69449

* Includes transfers and enrollment of all special schools.

† Exclusive of transfers, but includes enrollment of all special schools except of Boys' School.

‡ Does not include leavings and withdrawals of fall and winter quarters—2406.

** Exclusive of transfers, but includes enrollment of all special schools except Detention and Continuation.

Enrollment: Per Cent in Each Grade

Table XLVIII

Shows per cent of the total enrollment in the regular day elementary schools in each grade for the years 1904-1913:

	GRADE							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1903-1904	*21.60	15.20	15.06	14.91	11.96	9.74	6.94	4.54
1904-1905	*21.02	15.41	14.88	14.21	12.19	9.85	7.28	5.13
1905-1906	*21.45	15.07	15.86	13.03	12.18	9.86	7.07	5.44
1906-1907	*21.95	14.98	15.44	13.68	11.92	9.88	7.10	5.02
1907-1908	*22.34	15.39	14.67	13.52	11.86	9.51	7.66	5.01
1908-1909	†19.91	14.80	14.85	13.63	12.47	10.09	7.99	6.21
1909-1910	†20.42	16.15	14.19	13.33	11.71	9.92	7.98	6.27
1910-1911	†18.76	14.51	14.99	13.97	12.57	10.27	8.44	6.47
1911-1912	†17.46	14.79	13.95	13.96	12.92	11.12	8.61	7.14
1912-1913	**19.30	14.12	14.15	12.98	12.55	10.45	8.59	7.83

* Based on enrollment including transfers and enrollment of all special schools.

† Based on enrollment excluding transfers, but including enrollment of all special schools except Boys' School.

** Based on enrollment excluding transfers, but including enrollment of all special schools except Detention and Continuation.

Whole Number Teachers

Table XLIX

Shows number of teachers in the regular day elementary schools for the years 1904-1913, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1913 over 1904:

	(a) Number teachers regular day elementary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1913 over 1904
1903-1904	1,232.00	9.0	.73	
1904-1905	1,290.00	58.0	4.70	
1905-1906	1,378.20	88.2	6.83	
1906-1907	1,403.00	24.80	1.79	
1907-1908	1,471.00	68.00	4.84	
1908-1909	1,514.70	43.70	2.97	
1909-1910	1,515.7	1.0	.06	
1910-1911	1,879.0	363.9	24.08	
1911-1912	1,585.6	*293.4	*15.61	
1912-1913	1,662.1	76.1	4.82	34.91

(a) Includes all day elementary school teachers other than teachers in Deaf Schools, Boys' School, special schools (Defectives), backward schools and School for Cripples. 1912-1913 includes all teachers in day elementary schools except those in special schools.

* Decrease.

Number Regular and Special Teachers

Table L

Shows whole number teachers regular day elementary schools, the number of regular teachers in regular day schools, the per cent of whole number of teachers in regular day schools regular teachers; it also shows the number of special teachers in the regular day schools and the per cent of the whole number of teachers in the regular day elementary schools that are special teachers, for the years 1904-1913:

	(a) Whole number teachers regular day elementary schools	(b) Number regular teachers in regular day elementary schools	Per cent of teachers regular day elementary schools regular teachers	No. special teachers regular day elementary schools				Per cent teachers regular day elementary schools special teachers
				Number German teachers	(d) Number manual training teachers	Number domestic science teachers	Whole no. special teachers	
1903-1904	1232.00	1145.0	92.93	79	8		87	7.07
1904-1905	1290.00	1196.0	92.71	86	8		94	7.29
1905-1906	1378.20	1271.0	92.22	97	10.2		107.2	7.78
1906-1907	1403.00	1316.0	93.79	76	11		87	6.21
1907-1908	1471.00	1381.0	93.88	76	14		90	6.12
1908-1909	1514.70	1400.7	92.47	95	19		114	7.53
1909-1910	1515.70	1397.7	92.21	91	27		118	7.78
1910-1911	1879.00	1749.0	93.08	94	36		130	6.91
1911-1912	1585.60	1445.0	91.00	97.6	45		142.6	9.00
1912-1913	1662.10	1516.5	91.24	99.6	23	23	145.6	8.76

(a) Includes all day elementary school teachers other than teachers in special schools.

(b) Includes all teachers in regular day elementary schools other than teachers of German, manual training and domestic science.

(d) Domestic science teachers included under manual training until 1912-1913.

Pupils per Teacher, on Whole Number Teachers

Table LI

Shows the enrollment in the regular day elementary schools, for the years 1904-1913, the number of teachers in the regular day elementary schools, the number pupils per teacher in the regular day elementary schools, the decrease in number of pupils per teacher over preceding year, and the per cent of decrease in number pupils per teacher 1913 over 1904:

	(a) Enrollment regular day elementary schools	(b) Teachers in regular day elementary schools	Pupils per teacher in regular day elementary schools	Decrease over preceding year in number pupils per teacher in reg. day elementary schools	Per cent of decrease in number pupils per teacher 1913 over 1904
1903-1904	55,430	1,232.0	44.99	* .74	
1904-1905	56,718	1,290.0	43.96	1.03	
1905-1906	59,072	1,378.0	42.86	1.10	
1906-1907	59,294	1,403.0	42.26	.60	
1907-1908	58,967	1,471.0	40.08	2.18	
1908-1909	59,285	1,514.7	39.13	.95	
1909-1910	61,668	1,515.7	40.68	*1.55	
1910-1911	†59,139	1,879.0	31.47	9.21	
1911-1912	60,255	1,585.6	38.00	*6.53	
1912-1913	**67,719	1,662.1	40.74	*2.74	9.44

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

(b) Includes all teachers in day elementary schools except those in special schools.

† Does not include the leavings and withdrawals of the fall and winter quarters—2406.

* Increase.

** Does not include backward schools.

Pupils per Teacher on Number Regular Teachers

Table LII

Shows the enrollment in the regular day elementary schools for the years 1904-1913, the number of regular teachers in the regular day elementary schools, the average number pupils per regular teacher, the decrease in number of pupils over the preceding year, also the per cent of decrease in number of pupils per regular teacher 1913 over 1904:

	(a) Enrollment regular day elementary schools	(b) Number regular teachers regular day elementary schools	Number pupils per regular day elementary schools	Decrease in number pupils per regular teacher	Per cent of decrease in number pupils per regular teacher 1913 over 1904
1903-1904	55,430	1,145.0	48.41	* .53	
1904-1905	56,718	1,196.0	47.42	.99	
1905-1906	59,072	1,271.0	46.47	.95	
1906-1907	59,294	1,316.0	45.05	1.42	
1907-1908	58,967	1,381.0	42.69	2.36	
1908-1909	59,285	1,400.7	42.32	.37	
1909-1910	61,668	1,397.7	44.12	*1.80	
1910-1911	†59,139	1,749.0	38.81	10.31	
1911-1912	60,255	1,443.0	41.75	7.94	
1912-1913	**67,719	1,516.5	44.65	*2.90	7.76

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

(b) Exclusive of German teacher, manual training and cooking teachers and teachers in all special schools.

* Increase.

† Exclusive of 2406 leavings and withdrawals quarters Sept.-Feb., 1911.

** Does not include backward schools.

Per Capita Cost of Instruction

Table LIII

Shows cost of instruction in the regular day elementary schools, for the years 1904-1913, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1913 over 1904:

	(a) Cost of instruction regular day elementary schools	(b) Enrollment in regular day elementary schools	Per capita cost of instruction in regular day elementary schools	Increase in per capita cost over preceding year	Per cent of increase in per capita cost over preceding year	Per cent of increase in per capita cost 1913 over 1904
1903-1904	$ 963,221.38	55,430	$17.37	$ .79	4.76	
1904-1905	991,968.86	56,718	17.48	.11	.63	
1905-1906	1,049,276.31	59,072	17.76	.28	1.60	
1906-1907	1,131,183.11	59,294	19.07	1.31	7.37	
1907-1908	1,184,313.26	58,967	20.08	1.01	5.29	
1908-1909	1,245,217.32	59,285	21.00	.92	4.58	
1909-1910	1,298,977.60	61,668	21.06	.06	.28	
1910-1911	1,452,197.78	*59,139	24.55	3.49	1.17	
1911-1912	**1,412,087.27	60,255	23.43	†1.12	†4.05	
1912-1913	**1,483,340.98	**67,719	21.90	†1.53	†6.53	26.07

(a) Includes salaries of principals, also cost of German and backward schools, but not the cost of instruction in Deaf School, Boys' School, special schools or School for Cripples.

(b) Exclusive of transfers and enrollment of all special schools, other than backward schools.

* Does not include the leavings and withdrawals of the fall and winter quarters—2406.

** Does not include backward schools.

† Decrease.

German:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LIV

Shows cost of German instruction in the regular day elementary schools, the enrollment, the per capita cost of German instruction, the number of teachers and the average number of pupils per teacher for the years 1908-1913:

	(a) Cost of German instruction in regular day elementary schools	(b) Enrollment in German in regular day elementary schools	Per capita cost German instruction regular day elementary schools	(c) Number of German teachers in regular day elementary schools	Average number of pupils per German teacher in regular day elementary schools
1907-1908	$	7,537	$	76	99.17
1908-1909		10,724		95	112.88
1909-1910	71,583.44	11,240	6.36	91	123.51
1910-1911	73,516.13	12,654	5.73	94	134.61
1911-1912	78,683.33	13,904	5.64	97.6	142.45
1912-1913	82,274.48	14,179	5.80	99.6	142.35

(a) Exclusive of salary of exchange teachers.
(b) Average monthly enrollment.
(c) Exclusive of exchange teachers.

Manual Training and Home Arts:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LV

Shows the cost of manual training and home arts instruction in the regular day elementary schools, the enrollment, the per capita cost, the number of teachers and the average number of pupils per teacher for the years 1904-1913:

(b) Manual Training

	Cost of manual training instruction	Enrollment in manual training instruction	Per capita cost manual training instruction	Number manual training teachers	(a) Average number pupils per teacher
1903-1904	$ 8,381.65	2,669	$3.14	8	333.62
1904-1905	7,684.39	2,701	2.84	8	337.62
1905-1906	8,830.49	3,019	2.92	10.2	295.98
1906-1907	10,115.50	3,187	3.17	11	289.72
1907-1908	12,278.79	3,957	3.10	14	282.64
1908-1909	16,237.20	5,452	2.97	19	286.94
1909-1910	20,194.45	7,633	2.64	27	282.70
1910-1911	27,267.47	7,911.6	3.44	36	219.75
1911-1912	31,892.20	7,501.6	4.25	45	166.70
1912-1913	22,036.48	4,655	4.73	23	202.4

Domestic Science

	Cost of domestic science instruction	Enrollment in domestic science instruction	Per capita cost domestic science instruction	Number domestic science teachers	(a) Average number pupils per teacher
1912-1913	$14,146.53	4,691	$3.01	23	203.95

(a) One lesson per week in manual training for boys and one lesson per week in cooking for girls.

(b) Domestic Science and Manual Training combined until 1912-1913.

SPECIAL DAY ELEMENTARY SCHOOLS

School for Deaf:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LVI

Shows the cost of instruction in the School for Deaf, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher for 1904-1913:

	(a) Cost of instruction deaf school	Enrollment deaf school	Per capita cost of instruction deaf school	Number of teachers deaf school	Number pupils per teacher deaf school
1903-1904	$ 6,599.93	44	$149.99	7	6.28
1904-1905	6,595.98	43	153.39	7	6.14
1905-1906	5,479.02	59	92.86	6	9.83
1906-1907	7,096.53	62	114.46	7	8.85
1907-1908	7,440.31	76	97.89	9	8.50
1908-1909	8,696.81	79	110.08	10.3	7.66
1909-1910	9,954.39	97	102.62	9.6	10.10
1910-1911	10,134.50	87	116.48	11.8	7.37
1911-1912	10,581.97	91	116.28	12.0	7.58
1912-1913	11,109.07	105	105.80	12.0	8.75

(a) Includes salary of principal.

Boys' School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LVII

Shows cost of instruction in the Boys' School (school for truants), the enrollment, per capita cost of instruction, the number of teachers, and average number of pupils per teacher for the years 1904-1913:

	(a) Cost of instruction boys' school	Enrollment in boys' school	Per capita cost of instruction boys' school	Number of teachers boys' school	Number pupils per teacher boys' school
1903-1904	$ 5,194.48	153	$33.95	4	38.25
1904-1905	3,988.64	162	24.62	3	54.00
1905-1906	4,419.50	235	18.80	3	78.33
1906-1907	5,679.22	318	17.85	5	63.60
1907-1908	6,616.11	798	8.29	6.66	119.83
1908-1909	8,751.92	614	14.25	8	76.75
1909-1910	9,040.99	657	13.76	7.0	93.85
1910-1911	10,920.56	*168	65.00	8.0	21.00
†1911-1912	10,728.42	426	25.18	11.0	38.72
†1912-1913	12,410.17	777	15.97	10	77.7

* Note: No student counted twice.
(a) Includes salary of principal.
† 1911-1912 includes Detention School.

(a) Special Schools of Individual Instruction:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LVIII

Shows cost of instruction in special schools for physically and mentally defective children, the enrollment, per capita cost of instruction, the number of teachers and the average number of pupils per teacher, for the years 1906-1913:

	Cost of instruction special schools	Enrollment in special schools	Per capita cost of special schools	Number of teachers special schools	Number pupils per teacher special schools
1905-1906	$ 6,179.35	130	$47.53	8	16.25
1906-1907	8,625.62	150	57.50	10	15
1907-1908	9,488.09	213	44.54	12	17.75
1908-1909	9,928.31	210	47.27	13	16.15
1909-1910	10,622.41	237	44.82	13.4	17.68
1910-1911	11,734.56	234	50.14	14	16.71
1911-1912	14,511.52	275	52.76	18	15.27
1912-1913	15,094.73	270	55.90	19	14.21

(a) Special schools were first organized by the Board of Education during the school year of 1904-5.

KINDERGARTEN

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LIX

Shows the cost of kindergarten instruction, the enrollment, the per capita cost of instruction, the number of kindergarten teachers, and the average number of pupils per teacher, for the years 1904-1913:

	Cost of instruction kindergarten	Enrollment in kindergarten	Per capita cost of instruction kindergarten	Numbers of teachers in kindergarten	Average number of pupils per kindergarten teacher
1903-1904	$38,066.97	2,336	$16.29	63	37.07
1904-1905	39,779.40	2,409	16.51	63	38.23
1905-1906	44,941.32	2,656	16.92	74	35.89
1906-1907	54,040.61	3,240	16.67	79	41.01
1907-1908	53,008.85	3,605	14.70	81	44.50
1908-1909	63,811.96	4,935	12.93	90	54.83
1909-1910	69,598.22	5,537	12.56	105	52.73
1910-1911	81,037.21	4,279	18.93	110	38.09
1911-1912	87,765.21	5,163	16.99	127.5	40.49
1912-1913	96,453.88	6,362	15.16	139	45.76

EVENING SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LX

Shows the cost of instruction in the evening high schools, the enrollment, the per capita cost of instruction, the number of evening high school teachers and the average number of evening high school pupils per teacher for each of the years 1904-1913:

	Cost of instruction evening high schools	Enrollment evening high schools	Per capita cost of instruction evening high schools	Number teachers evening high schools	Number pupils per teacher evening high schools
1903-1904	$ 2,392.24	275	$8.69	13	21.15
1904-1905	3,033.00	533	5.69	26	20.50
1905-1906	3,745.00	544	6.88	31	17.54
1906-1907	5,672.50	896	6.33	57	15.71
1907-1908	7,506.00	1,228	6.11	54	22.74
1908-1909	10,884.75	1,891	5.75	79	23.93
1909-1910	13,617.00	2,065	6.59	88	23.46
1910-1911	14,464.00	2,261	6.39	96	23.55
1911-1912	16,731.00	2,891	5.78	114	25.35
1912-1913	19,721.00	3,050	6.46	135	22.5

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXI

Shows the cost of instruction in the evening elementary schools, the enrollment, the per capita cost, the number of evening elementary school teachers and the average number of evening elementary school pupils per teacher, for the years 1904-1913:

	Cost of evening elementary school instruction	Enrollment evening elementary schools	Per capita cost of instruction evening elementary schools	Number teachers evening elementary schools	Number pupils per teacher evening elementary schools
1903-1904	$ 6,470.50	2,079	$3.11	33	63.00
1904-1905	6,992.00	3,089	2.26	38	81.28
1905-1906	7,332.00	3,721	1.97	41	90.75
1906-1907	9,690.00	4,400	2.20	51	86.27
1907-1908	12,249.00	5,400	2.25	62	87.74
1908-1909	12,944.00	5,031	2.57	69	72.91
1909-1910	13,475.50	4,608	2.92	69	66.78
1910-1911	19,121.50	5,407	3.53	81	66.75
1911-1912	19,620.50	7,347	2.67	93	79.00
1912-1913	19,008.75	6,402	2.96	98	65.3

SUMMER SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXII

Shows the cost of instruction in the summer high schools, the enrollment, the per capita cost of instruction, the number of summer high school teachers, and the average number of summer high school pupils per teacher for the years 1904-1913:

	Cost of instruction in summer high schools	Enrollment in summer high schools	Per capita cost instruction in summer high schools	Number teachers summer high schools	Number pupils per teacher summer high schools
1903-1904	$ 800.00	207	$ 3.86	4	51.75
1904-1905	800.00	247	3.23	4	61.75
1905-1906	1,050.00	278	3.77	5	55.60
1906-1907	1,045.00	303	3.44	5	60.60
1907-1908	1,050.00	252	4.16	5	50.40
1908-1909	1,050.00	216	4.86	5	43.20
1909-1910	1,008.75	258	3.90	5	51.60
1910-1911	33,600.60	1,279	26.27	65	19.67
1911-1912	21,485.49	1,135	18.92	41	27.68
1912-1913	25,457.74	1,396	18.23	64	21.8

Summer high school organized 1903.
1911-1912 table includes Technical and High School of Commerce Summer.

Comparative Tables Summer High Schools

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXIII

Shows the cost of instruction in the summer high schools, the enrollment, the per capita cost of instruction, the number of summer high school teachers, and the average number of summer high school pupils per teacher for the years 1910-1913:

Summer Academic High School:

	Cost Instruction	Enrollment	Per capita	No. teachers	No. pupils per teacher	No. graduates
1910-1911	$8,632.32	463	$18.65	16	28.9	
1911-1912	2,619.78	368	7.11	6	61.3	
1912-1913	7,262.49	630	11.52	18.6	33.8	12

Summer High School of Commerce:

	Cost Instruction	Enrollment	Per capita	No. teachers	No. pupils per teacher	No. graduates
1910-1911	$9,442.27	300	$31.47	15.5	19.3	
1911-1912	9,323.34	375	24.86	16	23.4	
1912-1913	7,198.41	337	21.36	15.5	21.7	15

Summer Technical High:

	Cost Instruction	Enrollment	Per capita	No. teachers	No. pupils per teacher	No. graduates
1910-1911	$15,526.01	516	$30.08	33.5	15.4	
1911-1912	9,542.37	392	24.34	19.5	20.5	
1912-1913	10,996.84	429	25.63	29.8	14.4	41

Number Making Up All Work and Per Capita Cost

Table LXIV

Shows cost of instruction in summer high schools, the enrollment, the number remaining to end of term, the number making up all work, per cent of enrollment making up all work, and the per capita cost of number making up all work, for the years 1904-1913:

	Cost of instruction summer high schools	Enrollment in summer high schools	Number remaining to end of term	Number making up all work	Per cent of enrollment making up all work	Per capita cost of number making up all work
1903-1904	$ 800.00	207	172	137	66.18	$5.83
1904-1905	800.00	247	201	181	73.27	4.41
1905-1906	1,050.00	278	224	157	56.47	6.68
1906-1907	1,045.00	303	266	171	56.43	6.11
1907-1908	1,050.00	252	214	149	59.12	7.04
1908-1909	1,050.00	216	198	144	66.66	7.29
1909-1910	1,008.75	258				
1910-1911	33,600.60	1,279	1,111			
1911-1912	21,485.49	1,135	1,049			
1912-1913	25,457.74	1.396	1,265			

SUMMER ELEMENTARY SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXV

Shows the cost of instruction in the summer grammar schools, the enrollment, the per capita cost of instruction, the number of summer grammar school pupils per teacher, for the years 1905-1913:

	Cost of instruction summer grammar schools	Enrollment summer grammar schools	Per capita cost instruction summer grammar schools	Number of teachers summer grammar schools	Number pupils per teacher summer grammar schools	Number of graduates
1904-1905	$ 450.00	228	$ 1.96	3	76	
1905-1906	600.00	† 240	2.50	4	60	
1906-1907	2,948.75	856	3.44	19	45.05	
1907-1908	4,629.80	925	5.00	29	31.89	
1908-1909	5,080.00	1,095	4.63	33	33.18	
1909-1910	4,338.75	1.027	4.22	28	36.67	
*1910-1911	30,703.48	4,187	13.18	129	18.04	
1911-1912	19,753.71	2,988	6.27	74	60.40	
1912-1913	10,193.63	1,643	6.20	64	25.7	63

Summer grammar school organized 1905.
† Not exact.
* Includes all grades.

Number Making Up All Work and Per Capita Cost

Table LXVI

Shows cost of instruction in the summer grammar schools, the enrollment, the number remaining to end of term, number making up all work, per cent of enrollment making up all work, also the per capita cost of number making up all work, for the years 1907-1913:

	Cost of instruction summer grammar schools	Enrollment summer grammar schools	Number remaining to end of term	Number making up all work	Per cent of enrollment making up all work	Per capita cost of number making up all work
1906-1907	$ 2,948.75	856	687	453	53.92	$6.50
1907-1908	4,629.80	925	764	487	52.64	9.50
1908-1909	5,080.00	1,095	949	643	58.72	7.90
1909-1910	4,338.75	1,027				
1910-1911	30,703.48	4,187	3,514	3,245	77.50	9.46
1911-1912	19,753.71	2,988	2,637	2,053	68.67	9.62
1912-1913	10,193.63	1,643	1,518	1,229	74.8	8.29

SUMMER FOREIGN SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXVII

Shows cost of instruction in the summer special foreign schools, the enrollment, the per capita cost of instruction, the number pupils per teacher for year 1912-1913:

	Cost of instruction summer foreign schools	Enrollment summer foreign schools	Per capita cost of instruction summer foreign schools	Number teachers summer foreign schools	Number pupils per teacher summer foreign schools
1912-1913	$ 1,067.81	278	$ 3.84	8	34.7

(a) Summer Boys' School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXVIII

Shows cost of instruction in summer boys' school, the enrollment, the per capita cost of instruction, number of teachers in summer boys' school, and the average number of pupils per teacher, for each of the years 1907-1913:

	Cost of instruction summer boys' school	Enrollment summer boys' school	Per capita cost of instruction summer boys' school	Number teachers summer boys' school	Number pupils per teacher summer boys' school
1906-1907	$150.00	168	$ .89	1	168
1907-1908	150.00	135	1.11	1	135
1908-1909	150.00	81	1.85	1	81
1909-1910	187.50	140	1.33	1	140
1910-1911	696.69	* 32	21.77	2	16
1911-1912	258.33	142	1.81	1	142
1912-1913	218.94	111	1.97	1	111

(a) Summer boys' school was organized 1906, but no record of enrollment for that year is at hand.

* Counting each child once and not Detention School.

(a) Summer Manual Training School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXIX

Shows cost of instruction in summer manual training schools, enrollment, per capita cost of instruction, number of teachers in summer manual training schools, and the number of pupils per teacher, for each of the years 1907-1913:

	Cost of instruction summer manual training schools	Enrollment summer manual training schools	Per capita cost instruction summer manual training schools	Number teachers summer manual training schools	Number pupils per teacher summer manual training schools
1906-1907	$450.00	200	$2.25	3	66.66
1907-1908	592.50	335	1.76	4	83.75
1908-1909	892.50	131	2.07	6	71.82
1909-1910	288.75	131	2.20	2	65.50
1910-1911					
1911-1912					
1912-1913					

(a) Summer manual training schools were organized in 1905, but the exact enrollment prior to 1907 is not at hand.

(a) Summer Primary School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXX

Shows cost of instruction in the summer primary schools, the enrollment, per capita cost of instruction, number of summer primary school teachers, and the average number of summer primary pupils per teacher, for each of the years 1907-1913:

	Cost of instruction summer primary schools	Enrollment in summer primary schools	Per capita cost of instruction summer primary schools	Number teachers summer primary schools	Number pupils per teacher summer primary schools
1906-1907	$1,027.65	588	$1.74	15	39.20
1907-1908	1,818.96	1,058	1.71	28	37.78
1908-1909	2,088.67	1,178	1.77	32	36.81
1909-1910	2,114.39	1,133	1.86	32	35.40
*1910-1911					
*1911-1912					
1912-1913	None				

(a) Summer primary schools were organized by the Board of Education in 1903, but enrollment was not separated from summer kindergarten until 1906-7.

* Records of primary combined with summer grammar.

(a) Summer Kindergarten:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXI

Shows cost of instruction in the summer kindergartens, the enrollment, the per capita cost of instruction, number of teachers in summer kindergartens and the average number of pupils per teacher for each of the years 1907-1913:

	Cost of instruction summer kindergartens	Enrollment summer kindergartens	Per capita cost instruction summer kindergartens	Number teachers summer kindergartens	Number pupils per teacher summer kindergartens
1906-1907	$ 980.89	437	$2.24	14	31.21
1907-1908	950.07	395	2.40	14	28.21
1908-1909	1,087.15	523	2.07	16	32.68
1909-1910	996.32	536	1.85	16	33.50
1910-1911	None				
1911-1912	None				
1912-1913	None				

(a) Summer kindergartens were organized by the Board of Education in 1903, but enrollment was not kept separate from the summer primary schools until 1907.

(a) Playgrounds:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXII

Shows cost of instruction in summer playgrounds, the enrollment, per capita cost playground instruction, the number of playground teachers, and the number of pupils per teacher for each of the years 1904-1913:

	Cost of instruction summer playgrounds	Enrollment summer playgrounds	Per capita cost instruction summer playgrounds	Number teachers summer playgrounds	Number pupils per teacher summer playgrounds
1903-1904	$420.00	700	$0.60	4	175.00
1904-1905	420.00	645	.65	4	161.25
1905-1906	840.00	800	1.05	4	200.00
1906-1907	840.00	1,090	.77	8	136.25
1907-1908	840.00	1,242	.67	8	155.25
1908-1909	1,378.25	2,917	.47	12	243.08
1909-1910	292.33	743	.39	4	185.75
1910-1911	7,160.03	12,918	.55	63	205.04
1911-1912	9,236.98	8,472	1.10	44	192.50
1912-1913	6,579.05	7,534	.87	40	188.3

(a) Summer playgrounds were first organized by the Board of Education in 1903.